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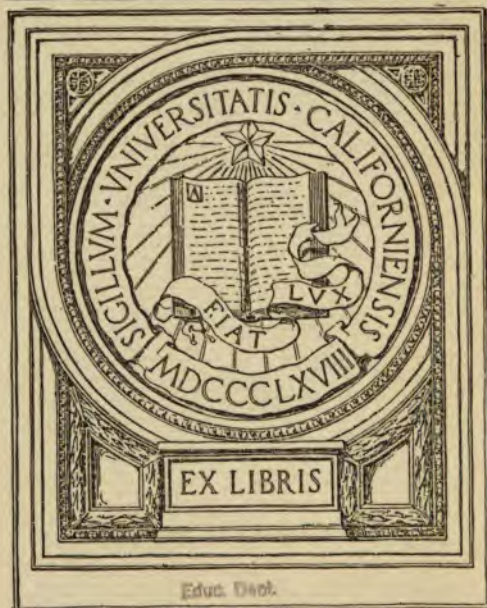
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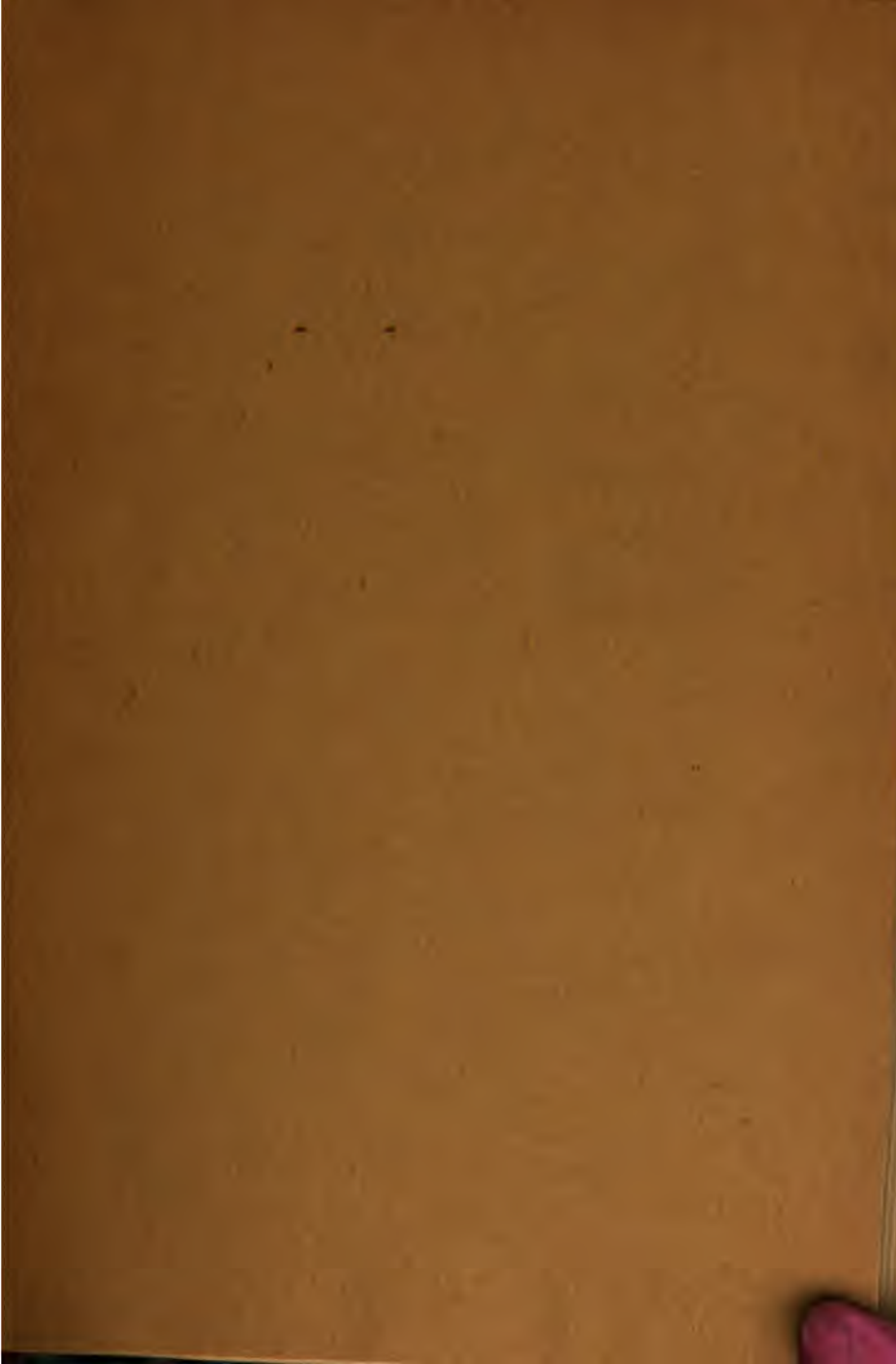
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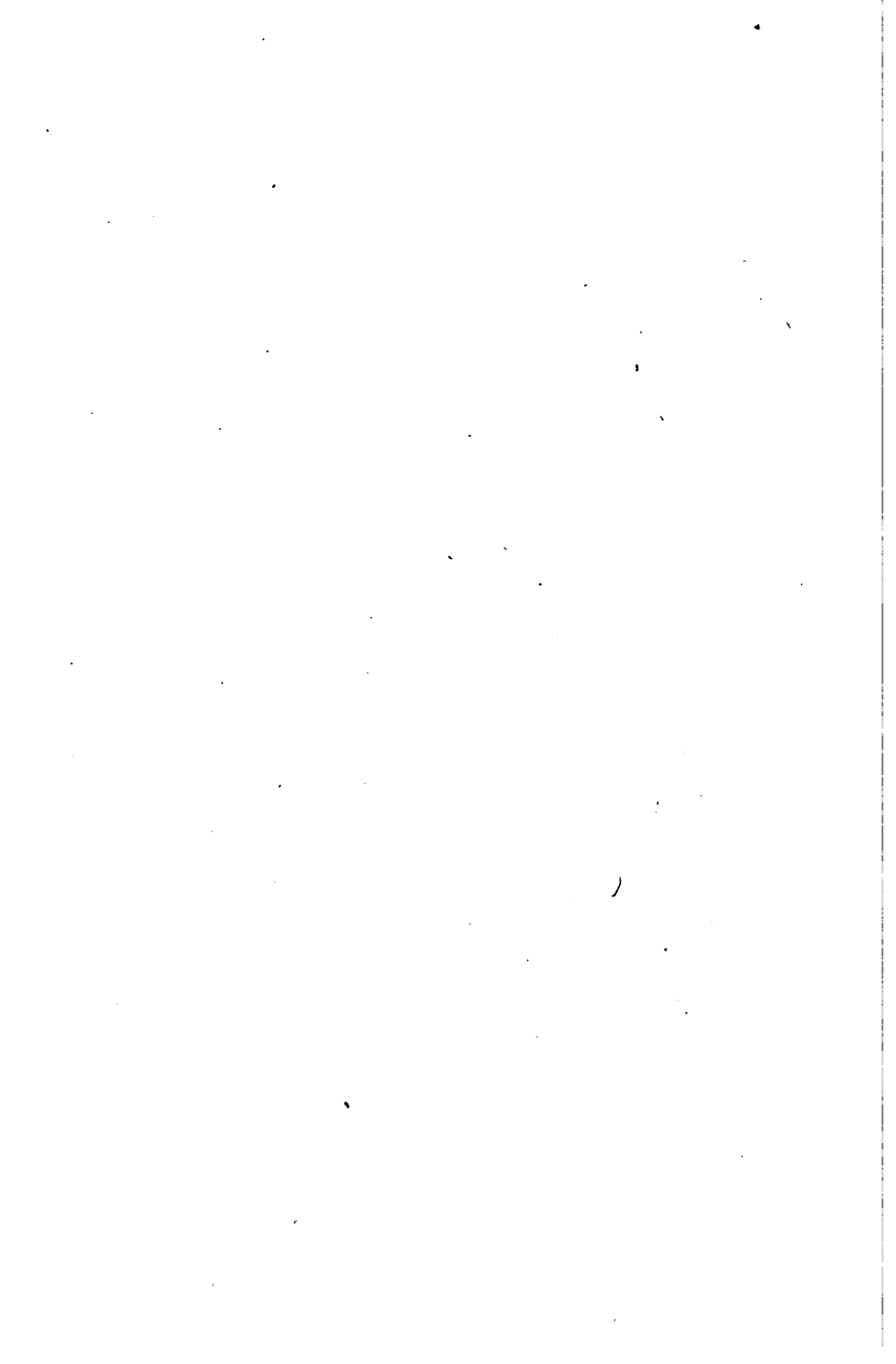
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BUSINESS ENGLISH PROJECTS



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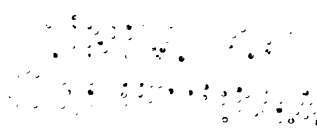
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TORONTO

BUSINESS ENGLISH PROJECTS

BY

W. WILBUR HATFIELD

CHICAGO NORMAL COLLEGE, FORMERLY OF THE HARRISON AND
THE PARKER HIGH SCHOOLS, CHICAGO, ILLINOIS



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TO THE
MACMILLAN
COMPANY

PREFACE

Dear Fellow-Teacher,

Here is a new book—a different book. Won't you judge it squarely on its merits? Please do not use it unless you think it will improve the work in your classes.

May I say just a word in explanation of certain features of this text which may seem to you somewhat unusual?

Doubtless you have already noted the slenderness of the volume. This brevity is due, not to scanty treatment of the several topics, but to rigid exclusion of all technical points the knowledge of which would not contribute considerably to the effectiveness of the pupils' writing and talking. This concentration upon essentials and a certain compactness due to the method of organization may mislead some into thinking the book but a brief manual upon letters or at most work for a single year. While satisfactory for a one-year course, the text carries sufficient practice material to occupy two years profitably.

The somewhat novel plan of the book rests upon a fundamental principle of present educational theory and progressive practice. Today we are all coming to believe that the pupil learns chiefly by solving some problem or carrying out some project of his own. Long ago we discovered that a foot of practice was more effective than a rod of theoretical instruction. Now we find that the practice itself is effective in proportion as it is an attempt by the pupil to carry out a purpose of his own; and that the theoretical instruction is most readily understood and

assimilated if presented when the pupil needs it to surmount a difficulty which he has met in carrying out his purpose. In the first place, the pupil who is trying to execute his own purpose differs from the one who is merely following the teacher's direction very much as the free laborer differs from the slave; and the greater efficiency of such self-directed, self-driven effort is now unquestioned. In the second place, to offer instruction in the technique of composition before the learner feels the need for it is much like serving a heavy dinner to one just arising from sleep; it causes present distaste and later dyspepsia. The teaching process, then, takes this order: (1) Helping the learner to find a purpose suitable to the time and place—to adopt a project. Often this is merely to encourage him to work in school upon purposes discovered elsewhere. Sometimes the teacher may so arrange conditions—*e. g.*, by arranging a contest or giving permission for a party or exhibition—as to arouse in the pupil a purpose. Not infrequently the teacher must directly suggest a purpose or project. The essential thing is that the pupil be brought to *adopt*—not driven to endure—the project. He can put himself whole-heartedly into the execution only when he himself believes in the undertaking. (2) Helping the learner to realize the problems and difficulties that he encounters. He may feel that he is succeeding when he is not, and even oftener he may be unable to see just where his difficulty lies. (3) Making clear the principle which will solve the problem or surmount the difficulty.

With this procedure the organization of the book will be seen to be in accord. (1) The first two chapters are devoted entirely to suggesting as persuasively as possible purposes or projects. If the teacher prefers to suggest

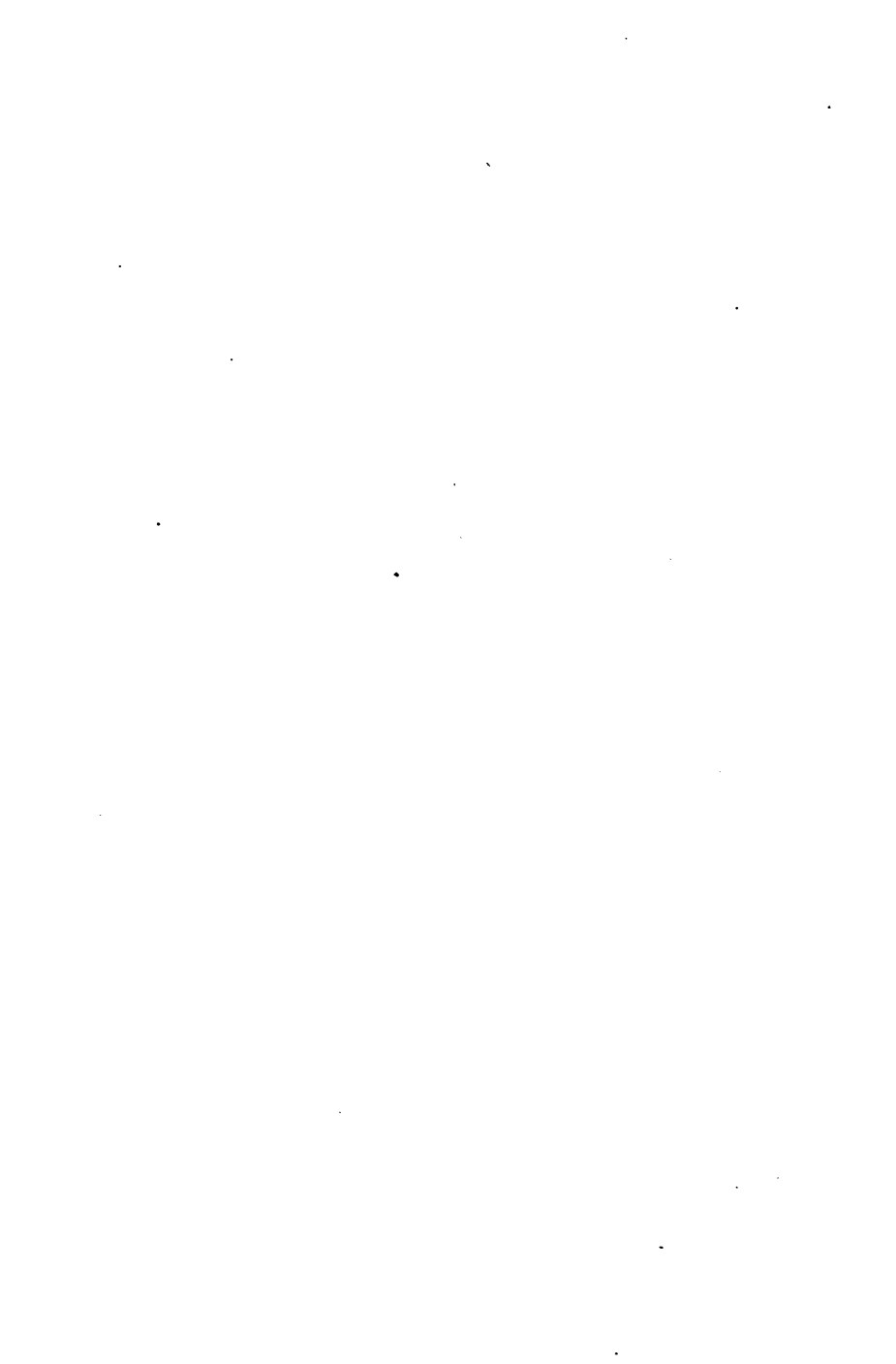
others or finds that the pupils have others which they feel to be more urgent, substitution is desirable—and easy.

(2) Each suggestion of a project is accompanied by some suggestions for self-criticism. This is as much help in the discovery of difficulties as can be given by any one except the sympathetic teacher actually present with the pupil.

(3) Part II contains the technical principles likely to be of value to the high-school pupil in his work upon the projects. Any principle is to be studied only when the difficulty has been encountered—sometimes by the whole class, sometimes by individuals. When it has been studied, it should be at once applied to the problem that called it out. To make the use of Part II easier, each suggestion of a project in Part I is accompanied by the numbers (in parenthesis) of the sections of Part II which are most likely to be of use in connection with it. In addition, Part II is thoroughly indexed, so that any section is available whenever it is needed.

The book is designed for use in the following order: The projects in speaking and in writing are to be used side by side, some of both each week, roughly in the order in which they are listed. The sections in Part II are to be studied as they are referred to in Part I or as the need for them is felt. The reports upon economics and business practices (Chapter I, B) are to be used not more than two on any one day and not earlier than the second semester. Because of the unique organization it will be especially easy for any teacher to vary this order in accordance with his own wishes or the needs of his particular class.

THE AUTHOR.



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INTRODUCTION

CHICAGO, ILLINOIS,
August 30, 1920.

Dear Student,

You are going into business to win. You have the determination, the intelligence, and the physical energy necessary for success. But you are a beginner, one who has yet to acquire skill. Under these circumstances, I am taking it for granted that anything, whether advice or opportunity for practice, which will help you to develop that skill will be welcome.

Perhaps you have already realized that talking and writing together form the most used and most important tool of business. If you have not, a moment's reflection will convince you. Selling, buying, collecting, adjusting difficulties, organizing new enterprises, borrowing money—all these are possible only by the use of language, and proceed successfully only as the use of language is skillful. This general truth, applied to your own specific case, means that your business success or failure depends first of all upon your mastery of English—that is, upon your ability to talk well and to write effectively.

To help you gain that ability is the purpose of this book. It contains many suggestions for practice, because practice is the primary factor in developing skill. You will have need not so much of knowledge as of the ability to do something—to talk and to write effectively. You would learn to swim by getting into the water and doing

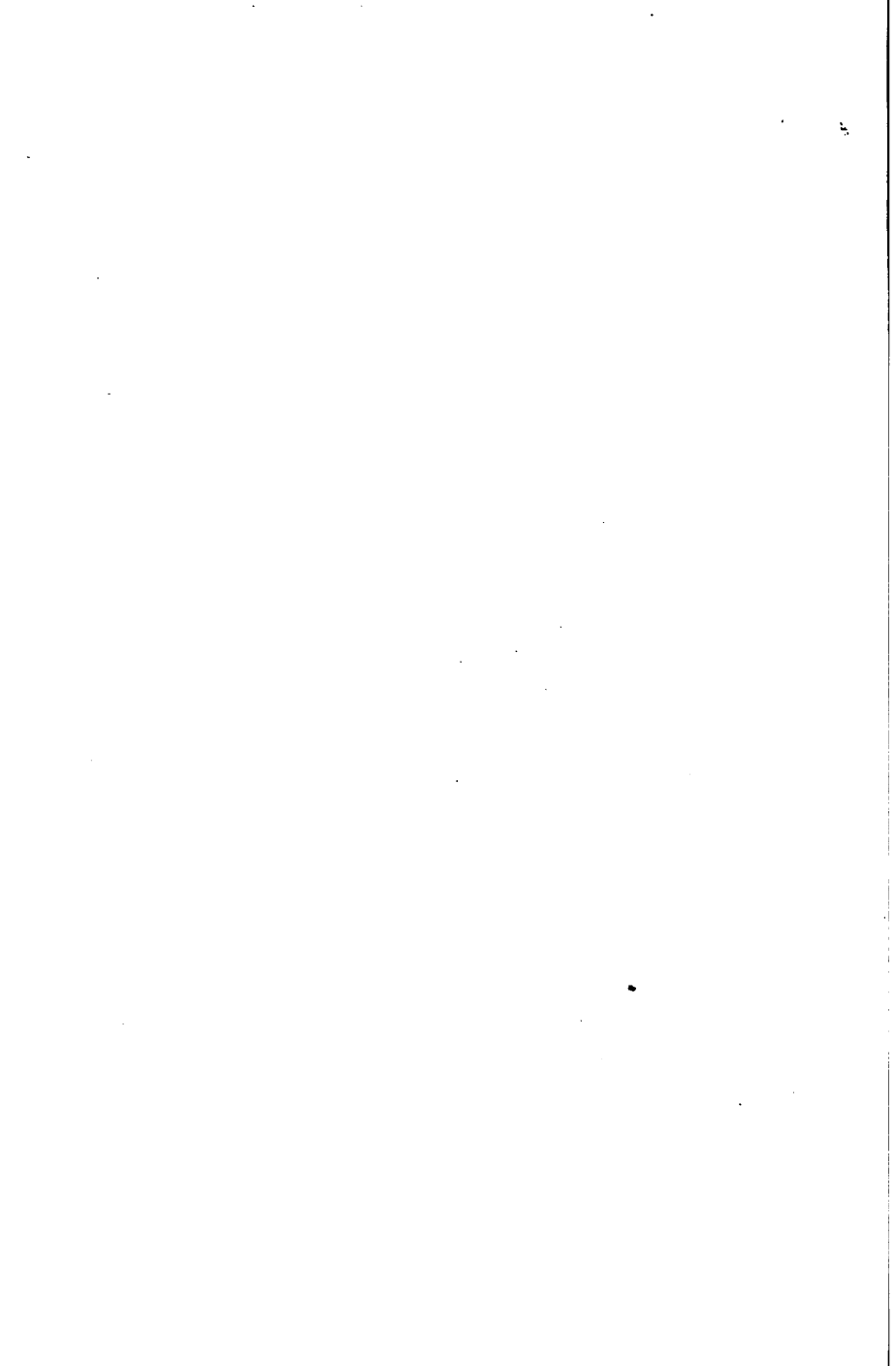
the best you could. At the same time you would ask some one more expert for criticism and advice. The first two chapters of this book furnish the water, the opportunity for practice. You will begin, then, by trying to make some of the talks and to write some of the letters suggested in those chapters. If at any time you have matters of your own about which you prefer to talk to the class, doubtless both your teacher and your mates will be glad to have you make the substitution. If you have letters to write for yourself or your father, there should be no objection to your using them as practice material in place of that offered here. Having set to work upon your talk or letter, you will encounter certain difficulties. Then you will consult Part II of this book for help. The suggested projects of Chapters I and II are accompanied by figures in parenthesis referring to the sections of Part II where you are most likely to get help at those particular times. Before you actually make your talk to the class or hand in the finished draft of your letter, study these sections of Part II. Study them, but do not think of them as something to be memorized or recited upon; they are to be applied to the work in hand. Treat Part II just as you would a guide to swimming, tennis, or golf.

In the last paragraph we spoke of helping you to gain ability. That is all that any person or any book can do. You must make or break yourself; you will succeed if you try hard enough. Any successful attempt to learn to talk and write effectively must include watchfulness of your speech at all times—at play, at home, in classes other than English—to avoid errors and to gain vigor of expression. Do you care enough for success to make such an effort?

I have searched long and hard for worth-while projects that will interest you, and have tried to put the advice simply. I hope you will not dislike the book. If you will throw yourself into the work earnestly but not solemnly, with your teacher for personal coach, I am sure you will enjoy your course in business English.

Sincerely yours,

W. WILBUR HATFIELD.



BUSINESS ENGLISH PROJECTS

PART ONE

CHAPTER I

OCCASIONS FOR TALKING

A. GENERAL TOPICS

1. Many times in business, as in politics or private conversation, a story which just fits the occasion is more effective than any direct explanation or argument. Perhaps no man ever won over to himself and his policies more critics than did Lincoln, and very frequently he did it with a story. Tell some story with a point. It may or may not be funny, but it should be something *more than* the three-line joke.

In telling this story, and always when addressing a group, stand out in front, squarely on both feet, with arms hanging. Looking people in the eye makes them feel, whether in private conversation or public assembly, that you are talking directly to them.

Criticism. When all have finished, there will be a brief discussion as to who has told the best story. Perhaps the class will award the honor by a show of hands.

2. It is very desirable for you to know as much as possible about the advantages, the difficulties, and the salaries in the various branches of commercial work. If you have not definitely chosen a specific line of employment,

such information is all-important to you. If you have chosen, to be forewarned is to be forearmed against the difficulties and prepared to seize upon the opportunities. Working with your classmates, you can easily collect a surprising amount of reliable information upon such subjects. As a beginning, interview some stenographer or bookkeeper. Ask him some such questions as these: How many hours a day do you work? Is the work so wearing upon nerves or muscle as to endanger health? Are the opportunities for advancement many? Do salaries increase rapidly? Is there anything about your work which you do not like? What part of your work do you enjoy most? Will you tell me just what you did yesterday?

Prepare to report the conversation to the class. Your purpose is to give your hearers a clear impression of the nature and conditions of the work. Choose those remarks and that arrangement of the remarks which will best serve this purpose. There is no objection to your adding comments based upon your previous information, provided always that they appear as your own contribution. You will find it profitable to read §§ 14 and 30 in Part II.

*Criticism.*¹ Did the speaker talk directly to his audience as if he thought he was telling something worth while? Was there any point which he left incomplete or failed to make clear?

3. Continuing the investigation of the different commercial occupations, interview some worker who is neither stenographer nor bookkeeper and report the conversa-

¹ Criticism differs from fault-finding. In this class, first find something in each talk to commend. After that, you may suggest possible improvements.

tion. Before you go for this interview, discuss what you have found to be the best ways of drawing out the information you seek.

In preparing your report you will find it helpful to make an outline. (§ 31.) It will enable you to be sure you have not left out anything and to make your account orderly and clear. If in making your other report you found it difficult to speak fluently, try talking this one to yourself once or twice, using the outline as a guide and reminder.

*Criticism.*¹ Did you feel that the speaker was talking to you? Was there any point which you did not understand or about which you wish to know more?

4. Perhaps you have felt, as so many do, that there is some mystery about "commerce" and that "business" is quite removed from the lives of most high-school boys and girls. Have you realized that buying the groceries for mother, selling tickets for your church or school entertainment, or earning "pin money" by doing odd jobs is just as commercial as selling the groceries or writing some salesman's letters for him? To think and talk about such commercial experiences as you have had is one of the best means of getting that understanding of business principles which you will some day need so much. Come prepared to tell a story, of your own experience if possible, that might bear one of the following titles, *or one similar* to them: My First Earnings, The Time I Lost the Money, A Poor Bargain, Short Change, A Business Venture of My Own (Did you ever sell lemonade or hold a penny circus?), The Time I Got My Money's Worth.

¹ Remember that some positive merit must be mentioned before any adverse criticism may be offered.

*Criticism.*¹ What made the story worth telling? How could the narrator have made it more interesting or more informing?

5. The most important single element of a person's equipment for commercial work is his understanding of human nature. Fortunately for you, human nature is the same the world over and may be studied almost as well by you as by the most active business men. Observation of people's behavior and reflection upon it are the only reliable means of information upon the subject. Class reports of your observations, followed by discussion, will help others and at the same time make you a more accurate observer. Tell your classmates a story, from your own observation if possible, which might properly be called "His Just Deserts." Because of the facts just stated it does not need to be commercial at all.

The fault most fatal to the success of a story like this is to omit something which should be told early in the story and then have to go back to explain this. Plan the order of your narrative carefully if you wish to please your audience.

Criticism. Did the speaker succeed in both entertaining and instructing you? How can he be more successful next time?

6. Continue your study of business in its everyday forms by telling stories or giving descriptions that might have such titles as the following: How Our Society Raised Money, A Store That Did Not Pay, A Profitable Investment, An Odd Way of Earning Money, A Costly Mistake, An Inexpensive Gift, Oswald's Promotion, Discharged!

¹ Remember to praise first.

Criticism. What did you like best about the story? About the telling? Was there anything which marred the effect?

7. A story of Dilatory Dick and Punctual Paul, or of their feminine counterparts, Giggling Gussie and Diligent Daisy, may be made both amusing and profitable. Plan to tell a story which introduces one or more of these characters.

Criticism. Point out clever touches in the plot or the wording of the story. Suggest any others you think of. Was the narrator's manner suited to his story? Who told his story best?

8. The better side of human nature was revealed to an unusual extent during the World War by civilian efforts to relieve the sufferings of the men in the trenches and of the inhabitants of devastated regions. Both in securing the relief supplies at home and in administering those supplies abroad there were many dramatic incidents which are worth rehearsing for what they show of unselfish endeavor, of tact in difficult situations, of resourcefulness in overcoming unsurmountable difficulties. Prepare to tell your classmates some such incident in connection with the Red Cross, Y. M. C. A., Knights of Columbus, Jewish Welfare Board, or other similar relief agency.

The keys to success in this narrative are effective arrangement and the use of sufficient details to recreate the scene for your hearers.

Criticism. Did the characters stand out strongly? Was the narrative vivid?

9. Give the class an account of some farming or industrial process as you have seen it or taken part in it. If throughout your talk you use the past tense rather than

the present, you will not be so likely to wander from a narrative of actual observation into a more formal account of "how they do it." If, after due consideration, you decide that you have nothing of this sort to tell, get the material from father or acquaintance and cast it in narrative form; but tell the class you are using second-hand information.

You will be surprised to find how much clearer and more vigorous you can make your account by giving especial attention to the distinctness of your sentences. Study § 47 and keep it in mind while you rehearse your account to yourself.

Criticism. Was the account clear? Why, or why not? Was it interesting?

10. Doubtless to you, as a young student of business, selling seems the most important thing, but not a thing which you can study directly. Yet you have listened to the lace peddler or the coffee solicitor at the back door, the fruit vender in the street or alley; and you have probably been the subject of all the salesperson's arts when you were buying a suit. Tell the class about some such sales talk that you have heard, about a successful one if possible.

Criticism. Did the speaker address his audience *directly*? Had he observed keenly and thoughtfully?

11. Do you study effectively? Skill in mastering problems we all know to be essential in school, and anyone who learns how to make the best possible use here of his ability to study and to think is well on the way to success in any later employment. Prepare and deliver a clear, connected, well-organized, two-minute talk upon some phase of the problem of study. You may tell how to

study for reproducing the subject-matter—reciting, we have sometimes called it—or for examination or for class discussion. Perhaps you may prefer to explain how to study a short story, a novel, or a poem, or how to prepare a report from books or magazines. You may even venture to tell how to prepare such a talk as the one you are giving; or how to solve such practical problems as whether to continue school or to go to work, whether to study Spanish or French, or which of two obtainable positions to accept. Report today what you will talk about tomorrow so that your teacher can arrange to have the whole subject covered and not to have too many talking about the same small part of it. You will find it wise to use examples to illustrate the method you are trying to explain. (See § 15.)

Criticism. Did the speaker have a good idea? If so, did he present it effectively? In what way should he do better next time? Perhaps it will be worth while, when all the talks are finished, for the class to make an outline summary to guide the study of its members.

12. Do you ever notice show windows? Whether you do or not probably depends upon the kind of goods displayed—and upon the skill of the window-dresser. Wouldn't it be worth while to consider how one druggist manages to get so much more advertising value out of his show window than another? Or why your mother will go all the way down town, and perhaps buy something she has not thought about, on account of the show windows of one department store, and yet will not walk a single block farther to see another store's display? As a foundation for such a study describe the most interesting show window you have seen within the last week. You will

succeed best if you plan your first sentence to catch your hearer's attention and to fix it upon the chief impression you want to make. Orderliness, too, is particularly necessary in describing things. (See §§ 30, 31.)

Criticism. Was the description a real word picture? If so, what was the center of interest? If not, what was the cause of the failure?

13. Decide today upon one or two, possibly three, debatable questions, problems in the life of your own school or community. Tomorrow state as clearly and effectively as you can your own opinion upon one of these questions. If some one else has previously discussed the same topic, answer him just as you would in a conversation among a group of friends outside of school. In discussing these local matters, about which you and your classmates are likely to feel warmly, you may easily become so excited as to be discourteous or to stretch the truth. You need to remember that discourtesy and exaggeration are sure to anger those who do not agree with you and to disgust those who are "on the fence."

Criticism. Did the speaker contribute something worth while in the discussion? Did he persuade you to adopt his opinion?

14. Another step along the line of observation begun in exercise 11 (page 6) is to describe a show-case or counter which made you want to buy. The tempting display of merchandise is one of the retailer's most important problems. In this description try to make use of any means of effectiveness brought out by the criticisms offered during the work on exercise 11.

Criticism. Does the show-case or counter seem attractive to you? Why, or why not? Suggest any means by

which the speaker could have given a clearer impression of the subject.

15. Most people like to argue. And this is fortunate, for argument or persuasion is very often necessary if we would move others to follow our plans. Such need for skill in argument occurs daily, hourly, almost momentarily, in business.

Formal debates in school will probably fail to prepare you as well as they should for this practical arguing in business if you allow the *number* of points to determine the decision. That is not the way a man decides which suit he will buy; he will reject a well-tailored, stylish suit made of excellent fabric if it doesn't fit him. In other words, in practical affairs the decision is governed by common sense, by the *importance* of the points. You can put your debating on just the same basis if you will follow this simple method of deciding who has won: Before any arguments are made, determine the opinions of your classmates upon the proposition to be debated; and when the arguments are done, again ask their opinions. You can readily see whether you have gained any votes, merely held your own, or lost supporters to your opponent.

Remember, then, in planning and delivering your argument that your purpose is not to make points but to influence opinion in favor of your proposition, to win over some who are opposed to it and to confirm others in their approval.

The class will be divided into groups of six each and a proposition for debate assigned to each group. Three of each six will constitute an affirmative team to uphold the proposition, and the other three a negative team. Each team is to have two or three days to collect arguments —

and *proofs*, without which its arguments would be worthless. If there are local school or community issues of greater immediate interest than any of the following, debate those issues instead of these:

1. Outside activities connected with school, such as clubs and athletics, are just as important as the regular studies.

2. We should not feed tramps or give money to street beggars.

3. Boys and girls should be required by law to attend day school until they are sixteen, and day or evening school until they are eighteen.

4. Our city should own and operate the street cars (or telephone).

5. The hours of school should be the same as those of the ordinary business office.

6. Every commercial student should take either French or Spanish.

7. Monday would be a better school holiday than Saturday.

8. Most of the office and repair work of the school should be done by the pupils.

9. The school house should be open every night as a social center, with classes, games, an amateur theater, clubs, etc.

10. Our home study of English should consist entirely of the reading of books chosen by us from a long list furnished by the teacher.

Criticism. What was the most important argument presented by the affirmative? (§ 9.) Was it so supported by proof (§ 12.) and so emphasized (§§ 10, 11.) as to be most influential in changing opinions? By the negative? Was it sufficiently supported by facts and emphasized by illustration or vigorous statement? What was the one point which each side made most forcefully?

16. Tell your classmates about some trip, real or imaginary. Automobile trips to interesting places or through country not familiar to all the class and visits to large commercial or industrial establishments obviously furnish interesting matter for such talks; but even the ordinary "ride" will be seen, if thoroughly considered, to

reveal much that is interesting because it is funny, picturesque, or instructive. Use only such details as you think will *interest* your friends. In rehearsal before class-hour pay especial attention to the unity of your sentences. (§ 47.)

Criticism. Was it worth telling? Could the main point have been brought out better by more details? By the omission of non-essential details?

17. Look up somewhere, in the encyclopedia if the library furnishes no better source, the process of manufacture of some common article such as nails, boards, shoes, thread, linen, silk, woolen or cotton cloth, pig iron, steel rails, dried peaches, flour, shredded wheat, leather, mucilage, furniture, electric motors, rubber tires, lead pencils, pens, Portland cement, ink, glass, sugar. *After you have finished reading the account and put the book away*, think over and jot down the points that you will want before you as you talk to the class. Very complicated processes and anything that you think all your hearers will know, you may cut short; but be sure that you explain the process clearly enough and with enough detail for all to understand easily. Frequently the easiest way to describe or explain some unfamiliar thing is to compare it to something that is familiar. (§ 15.)

Criticism. Ask about any part of the process that was not made clear.

18. A most valuable ability, whether one is to go into business or not, is that to tell briefly and clearly what has been done or what is to be done. To tell how you made something will be an interesting as well as a profitable exercise. A home-made wagon, a new or made-over dress, a rag doll, a manual training project, a playhouse—

these are only a few of the many possibilities. If you think a diagram will make your explanation clearer, draw one on the board. You will find order particularly important in this explanation. (§§ 30, 31.)

Criticism. Could you follow the process of construction? Would it have produced the object described?

19. Give the most entertaining account you can of an incident which might appropriately be given the title of "Just Careless," or "I Didn't Mean To." In a story a strong ending is desirable, and in one involving an unexpected outcome, as this does, it is almost necessary to put the point right at the end.

In the rehearsal work for vigorous, cleanly marked sentences. (§ 47.)

Criticism. Did the narrator make the most of his material? Suggest additions or omissions which would have heightened the effect.

20. The World War was the most tremendous business undertaking the world ever has known. Since it involved practically every adult and many of the children, some phases of it at least are known to everybody. Such an inexhaustible yet familiar topic is a good one for your class discussions. Raising the necessary funds through Liberty Loans and the sale of War Savings Stamps was one side of the undertaking. In the course of those campaigns many incidents occurred which illustrated very clearly the working of men's minds in business dealings. Doubtless patriotism was one motive with most purchasers, but business reasons played their part as well. The purchase of the supplies needed by the army and navy, though not quite so familiar, is an equally profitable study for commercial students.

Tell your classmates some incident of the business side¹ of the war which seems to you significant, adding, if you wish, some comment upon it.

Criticism. Do you understand just what happened? Do you see why the people acted as they did?

21. The class today is to be an experimental laboratory to test the accuracy of directions given by its members. Choose some activity that can be carried out in the room without disturbing other rooms or taking up too much time; if it requires any material bring that to class with you. Some individual or group will be assigned to listen carefully to your directions and then to attempt to carry them out. In the event of failure other listeners will decide whether the trouble lies in improper execution of the directions or in the directions themselves. Your teacher may permit several such experiments to go on at once with sections of the class grouped in different corners of the room.

Suggestions: A system of secret price marks. Cipher or code writing. Egyptian writing. Pig Latin. Treatment of exponents in the multiplication of like quantities. The use of logarithms in multiplication (only simple cases not involving interpolation). Playing charades. A single charade. Folding a business letter. Alphabetizing jumbled name cards. Making a cat's cradle with string. Folding paper to make hats, boats, etc. Scoring in Tennis. Computing the probable cost of sending three girls to the railway depot in a taxicab. Mind-reading and sleight-of-hand tricks. Parlor games.

You can succeed only by choosing your points care-

¹ If you prefer, devote one day to the Liberty Loans and War Savings and another to the purchase of supplies.

fully, (§§ 14, 15.) arranging them wisely, (§§ 30, 31.) and stating them clearly. You would better talk from an outline.

Criticism. The execution of the directions will take the place of verbal criticism.

22. Explain the working of some mechanical device, using a diagram if you choose. Try to make it so plain that no questions will be needed; that is, plan your talk very carefully. Suggestions: vacuum cleaner, coffee percolator, carpet sweeper, electric bell, meat grinder, bread mixer, talking machine, mimeograph, printing press, movable bridge, steam shovel, watch or clock escapement. Again you have a problem of explaining something unfamiliar to your audience. Have you found any effective means of making such things clear? (§ 15.)

Criticism. Do you understand? Was the explanation easy to follow?

23. Make a talk beginning "If you want to have a good time,—". Can you make the other members of the class eager to follow your recommendation? Probably you can if you make them really imagine the activity you have in mind. Specific details are the key to the situation. (§ 10.)

Criticism. Would you like to follow his suggestion? What was it that appealed to you? What chances to appeal to you did he miss?

24. A salesman's success depends to a very large extent upon his ability to set forth the desirable differences between his article and others somewhat like it. You may get valuable practice in this direction and at the same time acquire a considerable amount of interesting and useful information by carefully studying and then

explaining to the class the difference between different kinds (types, not brands) of such things as glass (cut, pressed, blown, window, plate), cotton cloth (batiste, gingham, lawn, muslin, etc.), apples, peaches, oranges, building stone, vinegar, onions, flour, rope, paper, leather, tea, coffee, silk, china, cabinet woods, rugs, curtain material, window shades, diamonds, laces, wheat, corn, pigs, and cattle.

Criticism. Do you understand clearly the difference he meant to point out? If so, what was the means by which it was made clear? If not, why not?

*25. Describe one of these commercial articles—or a similarly interesting one—and its production: pineapple, sweet potatoes, kaffir-corn, sugar cane, avocado, guava, pawpaw, persimmon, celery, tapioca, figs, dates, raisins, oriental rugs, domestic rugs, brooms, fancy baskets, china, carborundum, cut diamonds, opals, fibre silk, felt, etchings, engravings. The methods of explaining that worked best in exercises 16 and 22 (pages 8 and 14) will probably work best here. Reread § 15 (page 118) also. Words cannot give a really clear impression of the appearance of an unfamiliar object; your talk may need to be illustrated by pictures or a blackboard sketch.

Criticism. Do you feel satisfactorily informed on the subject covered? Would an audience not required to listen to the speaker have done so?

26. Discuss some local interest or problem as in exercise 12.

Criticism. What impression would the same speech have made if delivered at a club meeting or in a private discussion?

- 27. For the next month the first five minutes of each

class-hour will be devoted to volunteer reports of important current events. You will be expected to make at least one such report. Topics prepared but not presented will not be counted.

Criticism. Ask questions to clear up hazy or incomplete points. Criticise the correctness of the facts presented but not of the opinions built upon those facts.

28. For a long time to come people will speak of events as "before the war" and "after the war" because the World War caused such great changes in every department of life. Some of its effects you have come upon in other classes, but it will be worth while for you to make a fresh study of all of them together; probably you will see several, especially commercial and industrial ones, which you have overlooked. Here are some of the things that have been affected: the boundaries of countries, political government of countries, international commerce, our domestic trade, relations of employers and employees, taxes, standing armies, schools, thrift, aviation, science. Choose some *one* effect of the war and prepare a three-minute talk upon it.

To be convincing, your general observation will have to be backed up with specific instances and illustrations. (§§ 9, 10, 11.)

Criticism. Did he make his meaning clear? Did he prove his case? Is it important? New to you?

29. The "Lives of great men" not only "all remind us we can make our lives sublime," but also provide us some of the best possible studies in that human nature which we so urgently need to understand. Look up the biography of some noted man — perhaps a business man — and then prepare a brief sketch in which you empha-

size his personality. Keep asking yourself these questions: How was he different from other men? Why did he succeed so well? When you have found the answers embody them, with illustrative incidents, in your sketch. If you can secure a picture of your great man it will arouse interest and may serve as a basis for characterization. Your only chance to create a clear impression is to seize upon one or two points to be emphasized. Means of emphasis are explained in §§ 35-38.

Criticism. Did the talk really bring the man before you? Does his personality account for his success? Suppose the speaker is to repeat the sketch before the Civic-Industrial Club of your school, and suggest what improvements he can make.

30. Since knowing what *not* to do is second in importance only to knowing what *to* do, it will be worth while to devote one hour to the consideration of failures and their causes. Tell, from personal observation preferably, of some unsuccessful attempt — e. g., to sell goods, to win a game, to make a speech, to persuade father, to get a job, to run a store. If you prefer you may present a sketch of a person who was habitually unsuccessful.

Criticism. What was the cause of failure in this case? Was the talk preachy?

31. Now for the positive side, the successes and their foundation. Tell of a successful attempt as you told last time of an unsuccessful one.

Criticism. What was the means of success in this case? Was the incident or sketch so presented as to be inspiring?

32. "What part does luck play in our lives?" will be the topic of a general discussion in which you will take part just as if it were a conversation outside of school —

in a club meeting, for example. Your opinion may lie anywhere between the copybook maxim "God helps them who help themselves" and the opposite extreme; you are expected to express frankly your own shade of opinion. The conversation will differ from one at home only in that you will not be permitted to change the topic — of course you may turn to a new aspect of the main question — and in that it will not be considered bad form to make long speeches, even as long as five minutes.

Criticism. Forego all criticism, except rejoinders in succeeding speeches, until the close of the discussion. Then you may discuss the effectiveness of various talks and try to find why some succeeded while others failed.

33. This is to be a sort of contest in description. Describe something to eat or wear in such a way as to make others want it. To do best, give your whole thought to the desirability of the article you are describing, for in this way you will be likely to appeal strongly to the senses of smell, taste, and touch. *There is to be no interruption or comment until all in the competing group — which may be the whole class or any predetermined part of it — have spoken.* Then the members of the class will indicate by a show of hands which of the things described appealed to them most strongly.

Criticism. Recall particularly effective phrases and details. Compare the arrangement of successful and unsuccessful descriptions. Mention any grammatical errors which distracted your attention from the description itself.

34. How many magazines are you acquainted with? Yet the magazines are the best means we have of keeping up with our own times, because they are more reliable

and better written than the newspapers, and because they are fresher than books. You may help each other to some small knowledge in this field by means of reports. Choose, or have the teacher assign you, some standard magazine for investigation. A week later report to the class upon the kind and amount of reading matter it contains, and the subscription terms.

It will add to these descriptions if each member of the class is allowed to expend five or ten dollars (imaginary) for the magazines which seem most interesting. To carry this plan out satisfactorily, you will need the club list of some subscription agency. Whose magazine will prove most popular? Yours?

Criticism. How many have subscribed for magazines they knew little of at the beginning of the reports? Which magazine profited most by this description? What was the effective argument? (§ 9.) Did any reporter fail to do justice to his subject?

35. Bring to class two carefully prepared propositions for debate. You will be called upon to read your propositions that the class may decide whether they are debatable. To be debatable, a proposition must be (1) definite, (2) capable of decision, and (3) not onesided. Thus "Our methods of taxation should be changed" must be made definite by indicating the sort of change to be made before it can be discussed intelligently — e. g., "The income tax should be substituted for the present general property tax." Again, "Washington was a greater man than William of Orange" is not capable of settlement and would have no significance if it were, whereas "Germany deliberately provoked the world war which broke out in 1914" is a question of fact upon which conclusive evidence

can be presented. "Our high-school year should consist of four terms of twelve weeks each, and pupils should be compelled to attend three terms each year" is a proposal of future action which would, but for the indefiniteness of the term *pupils*, be capable of decision. As each proposition is read, apply criteria (1) and (2) by discussion, and (3) by finding how many would choose each side of the question if compelled to speak upon it.

36. The teacher with the advice of the class will choose propositions for actual debate, and assign speakers, probably six to each question. The decision may be reached by testing the opinion of the class before and after the debate. When you have made a tentative outline for your argument reread §§ 10, 15, and 35-38. Then confer with the other two debaters on your side and with them form an outline for the presentation of your whole case.

Criticism. If you have changed your opinion during the debate, what argument convinced you? If you can,—point out important arguments which were overlooked or ineffectively presented by the speakers. Were there any trivial arguments which should have been omitted to give time for fuller presentation of more important material?

37. As your next contribution to the class study of human nature, tell a story of "Unexpected Results." This title would be appropriate for a wide variety of stories, from that of the brick under the hat on the sidewalk to that of the large order which resulted from attention to an apparently small buyer or that of the careless employee who found that the stranger to whom he had been so discourteous was really his own employer.

Criticism. Did the recital of the story hold your inter-

est? Why, or why not? Did the characters seem to behave naturally?

38. The class will choose some problem of local interest for discussion. Come prepared to state and support your own opinion.

Criticism. Give especial attention to distinctness and pleasing quality of voice. (§§ 56, 57.)

39. The telephone is one of the most important instruments of modern business, and yet to use it effectively requires both tact and intelligence. Prepare to impersonate one of the following individuals at the telephone: the ticket seller of a theater answering a request for a reservation (Under what circumstances can he put aside tickets?); a grocery clerk taking orders; the office girl answering a call for the doctor who will not be in for two or three hours; a real estate agent answering a request for detailed information concerning an apartment for rent; the information clerk at the railway depot answering an inquiry about trains for New Orleans; a person who has advertised a secondhand automobile or victrola answering an inquiry for particulars; a department-store clerk taking an order for stationery which has risen greatly in price; the lawyer's stenographer whose employer is out of town answering a client who has very urgent business. The teacher or some other member of the class will impersonate the other speaker. Even detached desk telephones, if they can be obtained, will enliven the lesson and at the same time make it more practical.

Criticism. Was he courteous? Did he get or give all the information he should have? Did he talk directly to the transmitter? Was the voice distinct without unnecessary loudness? (§§ 56, 57.)

40. If your class wanted permission to break into the school routine — in order to visit a large mail-order office during school hours, for example — whom would you send to the principal to ask the favor? If the school paper had some difficult accounts to collect, which one of your classmates would you prefer to send to do it? You would choose for such work those who have what we call for want of a better word “personality.” Personal force is not merely good looks, or quick wits, or smooth manners. Think of some people that you know who have more than the usual degree of personality, and come to class prepared to give a sketch of one of them. To be most effective, this sketch should contain both description and incident.

Criticism. From the account given what do you think it is which contributes most to the personal force of the person sketched?

When all have spoken, you may find a short discussion of the means of cultivating personal force profitable.

41. Have you ever “changed your mind”? Probably you have decided that the opinion you had held was mistaken or that you preferred to change the plan of action you had laid out. Possibly one who argued, threatened, or begged you really changed your mind for you. Tell about some such incident — a real one from your own experience if possible, but if not that, one told you by a friend or taken from standard literature. Bring out clearly but informally just what it was that changed the person’s mind. You have before proved the greater effectiveness of a story told without unnecessary *and*’s and *so*’s. Perhaps in trying to avoid them you have gotten into the habit of short choppy sentences. In rehears-

ing this story before the recitation try to combine your clauses as much as possible into complex sentences. (§§ 46, 48.)

Criticism. Did you enjoy the story? Did you learn anything from it?

42. Another profitable subject of investigation for young people going into business is that of office equipment. Find out all you can about the operation and output of some pattern of computing machine, billing machine, addressing machine, check protector, multigraph, mimeograph, hectograph, change maker, cash register, time clock, dictaphone, or filing cabinet. Then make an outline from which you can talk to the class. Do not attempt to explain details of mechanism, but tell clearly what the operator does and what the result is.

Criticism. Ask any questions that are necessary to clear up the explanation. How did the speaker finally make clear what he bungled at first? Where should he have inserted the point omitted? (§ 33.)

43. Have you ever tried to dictate a letter? Not so easy as "talking," but more fun. The chief difficulty is a certain excitement, somewhat like the "buck fever" which causes a hunter to stand motionless while the game he has been tracking all day passes in full view at easy range. You can easily wear off this strangeness in a few attempts. For the class exercise choose some letter which you wrote at least a month ago, fix the ideas clearly in mind, and then talk away. You will be assigned a real stenographer. Practice with a chum before class if you wish, but *do not memorize* your letter.

Criticism. Try to look at the transcript of your own dictation as you would at a letter you had received. Per-

haps the stenographer's comment upon the distinctness of utterance and the uniformity of speed will be interesting.

Note. In some classes dictation should be a common practice; in others, not. Those who find it profitable can easily use it as often as they like, without printed directions.

44. This and the four reports following it are really all parts of the same project — a brief study of advertising in its broader aspects. From the articles advertised on bulletin boards, in street cars, and in papers and magazines, pick out one for which you have a particular desire. Describe it or tell what you would do with it in such a way as to arouse desire in your classmates too. During your preparation you may profit by rereading §§ 10 and 39.

Criticism. Did he make you want it? Did he make it as attractive as he could have?

45. For a week look attentively at all advertisements of every sort that you can, and come to class prepared to describe the one that you think is surest to attract every one's attention — it may not be the one which will help sales the most. When you have your description thoroughly in mind criticise it carefully to see whether you have the right details in the right order. Are you making the striking feature stand out?

Criticism. How could the speaker have given a clearer or more vivid "picture"? Did he make you see why that advertisement attracts attention?

46. Watch the advertisements again this week and come to class prepared to describe the *cleverest* or wittiest — it need not be *funny* at all — that you find. Since cleverness or wit depends chiefly upon surprise, you will

need to be very careful of the order of details. Rehearse your description to see whether the surprise appears as suddenly as it should.

Criticism. Did the advertisement seem clever or witty as he described it?

47. Watch the advertisements again, and describe the one you think most likely to increase sales. Only a few of the many advertisements that we see every day really present an important sales argument effectively.

Criticism. Did he choose an effective advertisement? Did he describe it effectively?

48. The class will divide into six teams, each of which is to observe during the week advertisements for one of these sorts of commodities: (1) groceries, (2) soaps, (3) clothing, (4) books, (5) banks, (6) automobiles. Each member of each team will describe some interesting advertisement in his line. Each speaker is to tell his captain on the day before the recitation what advertisement he will describe, in order that the captain may prevent duplications and determine the order of the talks. The captain of each team, speaking last — or first, if his team prefers — will try to show the kind of appeal or argument which is most common in advertisements of his line; he need not confine himself to specimens presented by his teammates.

Criticism. Notice only especially good and decidedly poor work.

49. This discussion and the next one deal with subjects very closely related to the advertising you have just studied. In each discussion you are to present a notion of your own in the light of those that have been presented before. When a topic is introduced all will have an oppor-

tunity to volunteer, but you need not feel under obligation to discuss it if you have prepared for another in the list. You will be expected to speak before the close of the series. Subjects: The elegance of banks and of coal dealers' offices. Dressing the show window. Advertising by lawyers and physicians. The relation of personal appearance to success. The effect of exaggerated claims. In order that there may be time for all, you must speak rather briefly. Wouldn't it be best, then, to try to cover only one point and do that well? The use of specific examples both of the objects and their effects on people will make your talk brighter and more convincing. (§ 15.)

Criticism. Did the speaker have an important idea? Did he bring out its full importance, without exaggerating?

50. Treat these topics exactly as you did those in the previous exercise: The objections to sign-boards. Other sales arguments besides quality and price. Men and women buyers. Guaranteed goods. Keyed advertisements. The waste in advertising. The effect of advertising upon the price and quality of the goods.

Criticism. As in exercise 49.

51. In preparing and giving this talk you will be "killing two birds with one stone": you will be getting some information, and at the same time developing the very highly prized ability to make a selling talk. By "specialties" business men mean such little articles as paper fasteners, rubber stamps, chemical ink-erasers, cashier's sponges, rubber fingerboots, handy telephone lists, telephone brackets, memo pads, hour-of-return cards, pencil sharpeners, potato parers, bottle openers, can openers, egg beaters, cream whips, cherry pitters. Explain the

advantages of some kitchen or office specialty, showing that its worth to the user is greater than its price.

When you have seemingly completed your preparation ask yourself, Is this talk sufficiently specific to be convincing? (§ 10.) Am I taking the buyer's point of view? (§§ 5, 6.) Is the beginning interesting enough to make a busy man listen? (§§ 37, 38.)

Criticism. How far would this talk succeed with your father or mother? Why?

52. Explain why some brand of an article, "Lakeside" peas, for instance, is better than any other brand of the same commodity. To get your material, if you choose something from the grocery store, you may appeal to your mother as to what brand she buys and why, and to the grocer as to what brands he recommends most highly and why. It will not be wise to mention any other brands that you know, or to criticise them indirectly, for in business, as in politics, "A knock is a boost." Moreover, we are all inclined to laugh at the salesman whose sales talk consists altogether of his own praise of his wares. We want other evidence than the salesman's word. Can you furnish it in this case? (§§ 9, 12.) See §§ 35, 36 for the method of presenting the evidence.

Criticism. Was the talk convincing? Was it definite enough for you to restate the point or points?

53. Make a talk setting forth as strongly as you can the superiorities of some special make of typewriter, cream separator, duplicating machine, bicycle, vacuum cleaner, adding machine, check protector, fountain pen, paper fastener, filing cabinet, heating system, note holder for typists, shorthand machine, pleasure car, or truck. In many instances you cannot in a popular talk discuss

mechanism at all, but must simply show the superiority of results. In your preparation you will find §§ 9-12 and 37-39 helpful.

Criticism. Were you convinced? Would a prospective buyer be? Why?

54. Look up in the library, in the encyclopedia as a last resort, the story of some invention, and its results so far as you can trace them. (The cotton gin, the steam engine, and the telegraph are excluded because their stories are so well known that they would not be interesting.) Come to class prepared to speak from an *outline which you made after closing the book from which you got your information*. Suggestions: locomotive, electric light, telephone, electric motor, gas engine, automobile, phonograph, wireless telegraph, steel, printing, rotary press, typewriter, writing, binder, threshing machine, vacuum cleaner, aeroplane, dirigible balloon, submarine, spinning jenny, weaving machine.

Criticism. Was the information sufficient? Did the speaker seem to be merely repeating the ideas, perhaps the words, of *one* book?

55. Choose from literature or history some character not of royal birth and tell what place you think he would hold in our present-day life. Give reasons for your opinion. Suggestions: Caesar, Brutus, Mark Antony, Cassius, Antonio, Lycurgus, Pericles, Miltiades, Roderick Dhu, Crassus, the Gracchi, Columbus, Cortez, Franklin, Washington, Jefferson, Hamilton, Webster, Andrew Jackson, John Brown, Cicero, La Salle, John Alden, Captain John Smith, Raleigh, Shylock, John Silver, Dr. Livesy, Robin Hood, Godfrey Cass, Robinson Crusoe, John Halifax, Cromwell, Daniel Boone, Polonius, Mr. Micawber.

Criticism. Is the speaker's opinion reasonable? Could he have made his case stronger in any way?

56. The class will choose some matter in the school or community for discussion. Come prepared to contribute at least one worth-while idea.

Criticism. To be determined by a class vote after a *five-minute* discussion of what you need most just now.

57. Come prepared to advocate some improvement in the life of the school, such as brightening up the English room, putting in a projection lantern, buying a pencil sharpener for the stenography room, beautifying the campus, or reducing the noise in the hall. To be successful you will have to show *why* and *how* this is to be done. Sometimes the best *argument* for a thing is an *enthusiastic description* of it. This is really a selling talk; all the principles you used, or might well have used, in exercise 51 apply here. Your eagerness in dealing with this real project may lead you into exaggeration. (§ 17.)

Criticism. Is his proposal desirable? Is it feasible, here and now? Shall it be carried into effect?

58. The school is about to give an unusually elaborate play and has appropriated fifteen dollars (more if the class will agree) for advertising. How shall it be spent? In a fifteen-minute discussion determine *what information* you will need in order to decide these questions, and appoint committees to report this information some day within a week. Have the reports presented and reach a decision. In a report of this sort clearness and definiteness are the essentials. Be sure you really have the facts you have been asked to get. Clearness in their presentation will depend upon omitting everything unessential (§ 9.), upon good arrangement (§§ 30, 31.), and upon con-

nectives which make clear the relations of parts of the report (§ 34.).

Criticism. Remember that you are to act upon the information; demand that it be full and accurate.

59. Read the literature of an investment opportunity and come to class prepared to report upon its claims. This may necessitate a letter to some firm asking for printed matter, but there will be no difficulty in getting all that is needed. The report need not be favorable if you see misstatements or false arguments. In order to prevent duplication, announce before starting your investigation what offer you have chosen to look up. If your teacher will consent, you may work with one or more classmates on one "opportunity," making a joint investigation, and each making a section of the report.

Criticism. Would this report be satisfactory coming from a lawyer to a wealthy client? Does the report justify investment, further investigation, or dropping of the matter?

60. Come prepared to ask for a loan of a definite amount, for a definite time, at a definite rate, upon definite security. The teacher will designate another pupil to act as representative of the bank to which you apply.

The lender will ask all questions pertinent to the case in hand and write a brief statement of the application and the *security*, recommending that his firm make the loan or not. Since you will probably be lender as well as borrower, you must decide before class what information you will need.

Criticism. Was anything important overlooked? Was

the conversation direct? (§ 42.) Courteous? (§ 19.) Was the *manner* of the actors good? (§§ 57, 58.)

61. The class is to organize as a corporation to do business in your home city. The capital invested is not to be less than \$10.00, nor more than \$100.00, per member. Come prepared to propose some line of business which you think would pay particularly well in your locality and to give your reasons.

Criticism. If any one moves the group to accept his suggestion, try to find how he does it.

62. Make up your mind what the relations between employer and employee should be. Think about it, talk about it with other members of your family, read some magazine articles or chapters in books on "economics," think some more, and jot down the conclusions you have reached. The class hour will be devoted to a general discussion of the question, by volunteers so far as possible. Each one, however, will be expected to join in the conversation and to talk at least one minute without interruption.

63. Talk over in class the best way to make personal application for a position. Practice must be only make-believe, but it may be very valuable. The application may be made to the teacher or another pupil before the whole class, or it may be made privately to any individual designated by the teacher. If business people or teachers who are strange to the class can be induced to meet the applicants, the value of the practice will be greatly increased.

Criticism. Was the applicant's manner at once deferential and confident? Was his appearance as attractive as care would make it? Did he answer questions clearly,

completely, concisely? Did he show energy or enthusiasm?

B. ECONOMICS AND BUSINESS PRACTICE

NOTE. The topics under this head are meant to be used as subjects for individual reports rather than class discussion. Most of the questions can be answered by the application of common sense without any reading up of authorities; yet, like arithmetic and algebra, even the elements of economics here developed would never be mastered by the ordinary individual without guidance. So far as possible, that part of the traditional economic theory which is chiefly names and classifications has been omitted and the essential principles which may shed light upon the actual economic problems which the citizen and business person must face have been included. Since the subject-matter is so valuable, it is perfectly proper that you shall be held responsible¹ for it just as you are for the material presented in the history or geography class.

There need be no formal criticism; the questions you ask the speaker will show clearly enough where he has failed. Occasionally it may be worth while to show him how he might have avoided the pitfall. If there is to be any direct criticism of form, let it be in each case of the same sort as that in the last general assignment which you have had at the time.

64. What is the effect of a shortage in the corn crop upon the price of corn? Why? (Suppose that each member of this class had a horse to feed and that but one

¹ This warning of a test to come is given now, not for fear you will not pay attention, but for fear you will fail to demand clear and complete explanations.

bushel of corn was obtainable. Who would get that bushel?) Show how this same principle accounts for the abnormal prices of war times.

65. What is the effect of an unusually large cotton crop upon the price per bale? Why? How has the same principle affected the price of automobiles?

66. What is the effect of an increase in population upon the price of real estate? Why? What is the effect of the discovery of a new use for an article upon the price of the article? Why?

67. What is the effect of a decrease in the population upon the price of real estate? Of hard times upon prices in general? Of the discovery of a substitute upon the price of the article displaced?

68. Show how the discovery of gold in Alaska caused a rise in the general level of commodity prices. (How did the additional supply affect the price of gold bars and dust? Would it take more or less gold dust after that to buy a barrel of flour? Would the fact that the gold was coined change the situation?)

69. If it just pays to work a certain copper mine when the metal sells for fifteen cents a pound, what effect will a rise or fall in the price of metal have upon the operation of the mine? How will this affect the country's total production of copper? Will the rise or fall in the price of wheat affect the acreage the farmers will devote to that crop? How will this affect the total supply?

70. How will a rise or drop in the price of a commodity — silk, for example — affect the quantity sold? Why? Does this principle apply with equal force to porter-house steak, boiling beef, silk sox, plain wool street suits, coal, and building materials?

71. Show how this effect of price upon demand determines the price at which such monopolized articles as copyrighted books and patented machinery shall sell. (Formulate and memorize the law of supply and demand.)

72. Why are the prices of fruits and vegetables more variable than those of sugar and coffee? Is this an exception to or an illustration of the law of supply and demand?

73. In what ways is labor a peculiar commodity? How do these peculiarities give the employer an advantage in any dispute about wages? How do labor unions counterbalance this advantage?

74. Show that supply and demand are responsible for the high wages paid to miners and divers, and for the low wages paid to teachers and ministers. Why do *most* positions requiring superior education, skill, intelligence, or integrity carry large salaries?

75. Why are wages higher in times of prosperity than in times of depression? Are workmen necessarily better off when wages are high? What other conditions must be considered?

76. Why are wages in a new country usually high? Has this been true in the United States? Why are there usually large numbers of unemployed men who would be glad to work?

77. Is there any upper limit upon the wages which an employer *can continue* to pay? When the *supply* of labor *exceeds* the *demand*, is there any *lower limit* to wages? (What would happen if wages should fall to \$. 25 a day? How soon would wages necessarily rise again?)

78. Point out both the good and the evil done by labor unions. Is the evil a necessary consequence of their general aim?

79. Does the iron ore in the ground have any value? How do the miner, the smelter, the railroad man, the springmaker, the watchmaker, the storekeeper, and the delivery boy add to its value? (The technical terms for these values will be useful — intrinsic, form, time, and place utilities.)

80. What are the advantages of producing or selling goods in large quantities? For instance, why do a dozen five-cent packages of matches sell for fifty cents? What is fixed or "overhead" expense? Upon this basis explain the success of the chains of stores, such as Woolworth's or the United Cigar.

81. Does extensive advertising raise or lower the selling price of a commodity — Dutch Cleanser, for instance? Does it pay to buy widely advertised brands?

82. A well tended garden or corn field will produce more than a neglected one. Is there any limit to the amount of labor which it is profitable to bestow upon a crop? (Consider the results of fifteen minutes, half an hour, two hours, spent in the study of an ordinarily difficult daily assignment.)

83. Would a prize of \$500 for the best school song appeal equally to you and the millionaire's son? (Are you as anxious for your third piece of pie as for the first? Apply this principle to demand and prices in general.)

84. Why do workmen always regret the introduction of labor-saving machinery? Is it really a bad thing? Why do we grant patents to inventors?

85. Is a snowstorm, with all the work it gives to the poor, a blessing to the community, as the newspapers so frequently imply? Is the good spender or the niggardly person who fattens his bank account more helpful to the community? What would happen if we should all spend our whole incomes upon our own personal satisfactions?

86. In the time of Shakespeare, as the Merchant of Venice shows, to take interest was considered very mean. Why has the custom now become universal? What is a "loan shark," and why is his business still so disreputable?

87. Why is interest, even legal interest, 10% in some Western states and only 6% in the East? How can the wholesale merchant afford to give a discount of 2% or even 3% for cash when the bill would be net 60 days?

88. Why should the owner of a business receive a profit *over and above* the *interest* on the capital invested *and* a fair *salary* for himself as manager? Why must the profit be larger on strawberries than on sugar? On hardware or clothing than on sugar? Apply the same sort of reasoning to other lines.

89. What are three possible ways to increase profits? From the community point of view, are they equally desirable?

90. If the Employers' Liability Act makes manufacturing more expensive, who bears the added burden? Why? How?

91. How would a tariff upon flannel affect the supply and therefore the price? Would it affect the demand at all? Consider the same questions with regard to diamonds.

92. Try to determine roughly who gets the \$.10 you pay for bread, the \$1.50 for the roast, and the \$25 for the suit of clothes.

93. Can the downtown or the suburban store sell cheaper? What advantage has each?

94. Why have package goods so largely superseded bulk goods? Why is it so common for grocery and meat market to operate together even when they are separately owned? Show that the same reason lies back of the development of the modern department store.

95. Explain the use of "leaders" in retail merchandising. Why do stores have "clearance" sales at regular intervals? (Furniture and white-goods sales, for instance, come at the same time each year.)

96. What is meant by barter? (Use trading among boys to illustrate your explanation.) Show that the use of money developed gradually from barter; it was not an invention. Coining was an afterthought.

97. Why was barter a difficult method of trading? (Consider the clothing manufacturer, the lawyer, and the architect.) How, although no money changes hands when the farmer brings in butter and eggs and receives their equivalent in sugar and flour, is money really used in the transaction? How does the use of money make easier and more satisfactory the purchase of goods on credit? How does the use of money make saving easier, possible even?

98. Sum up, with new illustrations, the four functions of money: to serve as a medium of exchange, as a measure of value, as a standard of deferred payment, and as a storehouse of value (savings).

99. Why have gold and silver always been the chief money materials?

100. Paper money is worth nothing in itself; why do we accept it as readily as we do coin? How can a check actually serve as paper money? What makes it good?

101. What good do the banks do the people in general?

102. What are the differences between national, state, and private banks?

103. If the people of the United States sell to people in Europe \$100,000,000,000 worth of goods this year and buy from them only \$80,000,000,000 worth, how much money must be shipped across the ocean? How is this actually managed?

104. What is meant by rate of exchange? What determines it? Where can you send a check on your bank without having to pay exchange on it? Why?

105. How may one send money from here to Boston?

106. How do banks actually proceed in making loans?

107. How does a savings account differ from a checking account?

108. What are the duties of the various bank employees: cashier, paying teller, receiving teller, bookkeeper, messenger?

109. How does the clearing house transact its business? Who owns it?

110. What do stock exchanges and boards of trade really do? Do we need them?

111. How far has any one, a pupil in school, for example, a right to do as he pleases? Show that the right of

private property is thus based upon the social good. Why does the government fix railroad rates? Why does it properly insist that the roads must charge all shippers the same rates and allow no rebates? Why does the government try to break up "trusts?"

112. Is it right for the government to regulate the methods of mining and lumbering, to determine the length of the working day, and even to fix the minimum wage that an employer may pay?

(You are not expected to give a conclusive answer to this hotly debated question, but merely to give some sane reasons for one side or the other. A strong class may profitably use this subject for debate.)

113. How does the national government get its income?

114. How does the state government get its income? The city government?

115. Should taxes be laid in exact proportion to the wealth of the taxpayers? If not, how should they be laid? Why?

116. What are the difficulties in collecting personal-property and income taxes? What is the most satisfactory form of taxation which we have at present?

117. What is meant by the single tax? (Do not argue for or against it; merely explain the idea.)

118. Is it fair to tax a wealthy old bachelor for the support of schools? Why?

119. Let *each member* of the class read up on some *phase* of conversation of our national resources and come to class prepared to give a digest of what he has read. Why should every country try to develop manufacturing as well as agriculture and mining?

120. What factors determine the desirability of a store site? Where is the most valuable business site in your city? Why? Where is the most valuable residence site? Why?

121. What factors determine the value of a farm?

122. Compare the opportunities for advancement in the employment of large and of small firms.

123. Compare the opportunities for advancement in the manufacturing, stenographic, accounting, and selling departments of any large business.

124. Why do installment houses make such large profits?

125. What are stocks? Bonds? Which is the safer investment?

126. What are the favorite swindling schemes? Why do they succeed so well? How can we avoid them? What questions should one ask about an investment opportunity before putting his savings into it? Does life insurance meet these tests?

127. Why has the United States had so many immigrants in the last twenty-five years? How did the Euro-

pean War affect immigration? Why? Is immigration an advantage to us?

128. How has the introduction of commercial trucks affected business? The introduction of pleasure cars?

129. Give two good reasons why a merchant cannot afford to sell to his customers goods that are worth less to them than they pay.

130. What is socialism? (Don't argue for or against it; merely state its platform, its program.)

131. What are the proportional rates and the conditions upon night letters, day letters, and ordinary telegrams?

132. How are express shipments handled? How is a C. O. D. shipment managed?

133. What are the various classifications of freight? Why are they made?

CHAPTER II

OCCASIONS FOR WRITING

1. In all kinds of school and office work, especially in dictation, good pencils are a necessity. Wouldn't it be a good thing to investigate the pencil question right now? The Joseph Dixon Crucible Company, Jersey City, N. J., and the Eagle Pencil Company, 208 Fifth Ave., New York, are very large American manufacturers of pencils. Can you obtain information, or even samples at special prices?

Revision. Examine your heading carefully; then trade papers with your next neighbor and compare his with the form in § 114. Have you made a definite request? (§ 3.) The teacher will select a half dozen letters from which the class may choose two for *mailing*.

2. Your mother's dressmaker, Miss Olive Adams, 242 Center Ave., has no telephone. Your mother wants her to sew at your home three days, beginning two weeks from today, and has asked you to attend to the matter for her.

Revision. Can Miss Adams misunderstand about either time or place? (§ 3.) Compare your heading with one in Chapter VII. (§§ 101, 112, 114.)

3. Several attempts to get Emil Nordstrom, painter and decorator, on the telephone have failed. You want him to calcimine your ceilings and varnish floors as soon as possible. What ought you to tell him? What do you want him to tell you?

Revision. Will Nordstrom want any information which you have not given? (§ 3.) Will reading your letter make him eager to reach you as soon as he can? (§§ 4, 5.) Compare the complimentary close and signature with some in Chapter VII.

4. Your teacher has asked you to suggest books for the usual "home reading list." The teacher no doubt is already acquainted with all the classics, but cannot possibly know all the good recent books. The books most likely to prove acceptable on such a list are those which have been reasonably popular and may be obtained in comparatively inexpensive editions. Grosset and Dunlap, New York City; Harper and Brothers, Franklin Square, New York City; A. L. Burt & Company, New York; and The Macmillan Company, 64-66 Fifth Ave., New York, all have popular copyright books in low-priced editions. "Everyman's Library," published by E. P. Dutton & Co., 681 Fifth Ave., New York, is composed chiefly of the older books, but contains some of recent years. Would their list be of any use in the present situation? Do you want mere catalogs, or a descriptive list? Divide the work with the other members of the class, write the real letter the situation calls for, and *send* it.

Revision. Will the clerk who reads your letter know just what you want? (§ 3.) Will he send it? (§§ 4, 5.) Compare the arrangement and punctuation of the heading with that of the forms in Chapter VII.

5. An attack of tonsilitis confines you to the house and makes you too hoarse to telephone. MacQueen and Northcott, the real estate men for whom you work as file-clerk after school, will be seriously inconvenienced unless they are at least notified that you will not appear. You

know, too, that one of your classmates would be able and willing to do the work if asked. Your brother in going to school can easily pass MacQueen and Northcott's office. Take whatever action seems best to you.

Revision. Are you sure that everybody will understand in the same way the plan you have suggested? (§ 3.) Let your neighbor look at your note or notes and answer the same question. Does your genuine wish to prevent inconvenience to others appear? Is it made too prominent? (§ 25.)

6. The school athletic association desires to distinguish all members who have paid their dues by celluloid buttons such as are used in political campaigns. Of course, the buttons will be changed every semester. Probably five hundred will be needed. Before ordering, the officers of the association want samples and prices. Perhaps you know some manufacturer from whom they can be secured. If you do not, you can fall back upon Whitehead and Hoag, Trenton, N. J.

Revision. Read aloud, but softly, several of the better letters from Chapter III or Chapter IV. Then read your own in the same way, listening to hear whether it sounds as direct and businesslike as those in the book. (§ 42.) Could the arrangement be improved? (§§ 30, 31.)

7. You desire for your own personal use a signet ring, a suit case, and some toilet soap, and feel that you can get them cheaper from a mail order firm than at the local stores. In making up your order you must state accurately the style, size, and price of the articles. (See Appendix B.) How will you pay?

Revision. Imagine yourself the order-filler who handles your letter. Do you know exactly what the customer

wants? (§ 3.) Would any change in arrangement of details make it easier to fill the order quickly and correctly?

8. Your father is starting today for a month's vacation, and wants his personal mail, whether addressed to the office or to your home, forwarded to him. In his haste he has asked you to arrange this with the post office.

Revision. Will the postmaster be certain whose mail is to be forwarded, where, and how long? (§ 3.) Let several pupils present their letters to the class, who will decide which is the simplest and clearest. (§§ 30, 31.)

9. The members of your family have already begun to discuss a trip for the next vacation. You think you will stand a better chance to capture those who have no marked preference if you can present your case before the others do. Accordingly you wish to secure prospectuses of the Yellowstone trip from the Curtis Tours Company, 29 Broadway, New York, and the Reau Campbell Tours, 122 S. Michigan Ave., Chicago. Get them.

Revision. Trade papers and mark with pencil every error that you find. When you have done this, trade back, make any changes you think will improve your letter, and erase the correction marks made by your friend.

10. Your mother's birthday comes next week and the members of the family have decided to give her a wrist watch, a fountain pen, and one or more records for the Grafonola. They have commissioned you to order these things from a mail-order house. Be sure to give all the details which the order clerk will need. (See Appendix B.) If you enclose any money you should state the amount and the form of the remittance. The package cannot be delivered directly to your home, lest your mother see it. Where will you order it sent?

Revision. Have you, by means of tabulation or some similar arrangement, made the order easy to read and to check? (§ 114.)

11. Eight months ago you subscribed for *Harper's Magazine* for one year, but today you have received a notice that your subscription expires with the current issue. Of course some mistake has been made in the office of the publishers of the magazine, Harper and Bros., Franklin Square, New York City. What can you do about it?

Revision. Again read some good letters in a low tone, and then your own to test its smoothness and vigor. (§ 42.) Are all the verbs correct in number? (§§ 59, 60.) Does any supposed sentence lack subject or predicate? (§§ 69, 70.)

12. In your letters ordering goods you would find a complete general catalog such as the mail-order houses issue a very great convenience because of the style numbers and prices it would supply. How can you get one? Would an obsolete one be as good as any for your purpose? The books of Montgomery Ward & Co. and Sears, Roebuck & Co., both of Chicago, would probably be most satisfactory.

Revision. Is there any reason why the recipient of your letter should do you this favor? (§ 5.) Will your letter make him wish, entirely aside from selfish reasons, to do what you ask? (§ 19.)

13. For your birthday last week your Aunt Hattie gave you a copy of *The Hoosier Schoolmaster*, by Eggleston. Now you find that in the middle of the book some pages are repeated while others are missing. Since you do not want to tell her about it and you do not know

where she bought it, your only hope lies in an appeal to the publishers, Grosset & Dunlap, 1140 Broadway, New York City. Just what do you want them to do?

Revision. Try to imagine how your letter will impress the distant stranger who is to receive it. (§ 8.) When you are satisfied on this point, examine each sentence to see whether it is complete. (§70.) Is the end of every sentence indicated by the appropriate punctuation mark? (§ 86.)

14. Imagine yourself ten years from today the proprietor of a dry goods store in New Worcester, Ga. After inspecting the sample books of Samuel Ahern & Co., Woonsocket, R. I., you have decided upon the following order: 1 bolt (20 yds.) blue-black unfinished worsted No. 37 at \$45.00; 2 bolts brown-mixed homespun No. 74 at \$38; and 1 piece (5 yds.) each at \$16.25, gray cheviot No. 32, blue diagonal, No. 9, and blue-gray chinchilla, No. 2.

Revision. See that the spelling and capitalization in the tabulation are just right. (§ 114.) Can you pronounce correctly all the words you have written here?

15. In the life of the school community there are not a few occasions for writing that may profitably be taken over by the classes studying commercial correspondence. The situation described immediately below has arisen in many schools. If it does not arise in your school, you can easily find some *other* real problem quite as suitable for your handling.

The English (or the history)' class desires to use some good current magazine as a basis of class work. The *Literary Digest* and the *Independent*, both of which are frequently used in this way, get out weekly lesson plans based upon the material in the week's issue of the maga-

zine, and make special rates to classes. For some classes other magazines may be more satisfactory. After a class discussion to make all intelligent upon the subject, individuals may very well make inquiries concerning those periodicals which have been suggested in the discussion. Does the class wish the magazine for one month, three months, or longer? Is the publisher interested in the use to which his paper will be put?

Revision. Does every verb agree with its subject? (§§ 59, 60, 61.) Look for incomplete sentences. (§ 70.) Read again to insert needed question marks. (§86.) Have you put the name of the magazine either in italics or in quotation marks?

16. The keeper of the nearest "notion" or "variety" store desires the following goods from Butler Brothers, Randolph Bridge, Chicago: 2 doz. huck towels No. 3 @ \$1.79 doz.; 1 pail (20 lbs.) sugar candy @ \$2.25 pail; 30 gr. clothespins No. 1a @ \$.30 gross; 3 doz. manila scratch tablets No. 34 @ \$.45 doz.; 6 tape measures No. 21a @ \$.53 doz. Butlers are accustomed to allowing him sixty days' time on his purchases. He has broken his right arm and wants you to send in his order for him.

Revision. Compare the body of your letter with § 114. Note especially the tabulation, the capitalization, and the colon.

17. The Ingersoll watch which you bought six months ago will not keep time, although it is guaranteed by the makers, Robert H. Ingersoll & Brother, New Haven, Connecticut, for a year. What do you want them to do?

Revision. Is your letter both firm and courteous? (§§ 19, 20.) Are your verbs in the past tense correct? (§ 79.)

18. The literary society of which you are the secretary plans to hold a public contest in declamation two weeks from next Friday evening. Since you feel that the society can not afford to pay for a privately owned hall, some one has suggested that you may be able to get the school assembly hall or a church in the neighborhood. In any case you may expect to pay for light, heat, and janitor service. Talk the matter over with your classmates before you take action. If you write your title, "Secretary," below your signature, it will save explanation in the body of the letter.

Revision. Imagine the man who receives your application; is it phrased to appeal to him, without begging? (§§ 6, 7, 8.) Is there any sentence that needs to be divided? (§ 72.)

19. Your father has promised, if you carry all your work successfully this school year, that you and your mother may go next summer on a sight-seeing trip to cost anything less than \$100, but he insists that you must make all the arrangements. Vacation is some time ahead yet, but you think you will have more pleasure in the anticipation if you know just where you are going. Accordingly, you are going to talk the matter over with your friends to get suggestions of places that you could go, and then you will write to the proper transportation companies to get detailed descriptions and cost of the trips among which you expect to choose.

Revision. Try to shorten your letter by omitting any unnecessary words or phrases. (§§ 41, 42.)

20. You have a kodak, but send your films out to be developed. When the last batch came back, you found that they were not yours at all. When you complained of

the error, you were told to furnish a descriptive memorandum by means of which your films can be traced in the large establishment that does your work.

Revision. Have you told the things that will really help in tracing your films? Have you finished one point before turning to the next? (§§ 30, 31.) Have you used as many connectives as clearness demands? (§ 34.)

21. Your chum when you were in the seventh grade was one of the Chrt (pronounced Kurt) twins—Bohumil and Josephine. For a time you kept track of them, but about six months ago the family moved away from your neighborhood and letters directed to the address they gave you are returned. Probably you put the address down wrong or else they have moved again. The only person whom you know that is likely to know where they are now is Miss Mary Kral, the seventh-grade teacher, of whom they were very fond. In appealing to her for information, will you include any “chat” about yourself? If you do, should it come before or after the request? For the heading and signature of such a letter see § 115.

Revision. Will Miss Kral find the letter pleasant reading? (§ 8.) Look for omitted apostrophes in the possessives of nouns. (§ 82.) Are your pronouns correct? (§§ 63, 64.)

22. You have decided to give magazine subscriptions as Christmas presents—five magazines among three friends. You can obtain special rates by consulting the clubbing offers of any good agency, such as Bennett’s, 223 W. Jackson Blvd., Chicago. Try to find the briefest and clearest arrangement of the names of the periodicals and the addresses to which they are to be sent.

Revision. Examine the punctuation of each address. Do you need any semicolons? (§ 96.)

23. Though you filed and paid for this telegram as a regular day message, it was sent as a night letter and your partner was too late. Naturally you want a refund.

CLASS OF SERVICE SYMBOL		WESTERN UNION TELEGRAM	Form 1280	
Day Message	DL		Day Message	DL
Day Letter	DL		Day Letter	DL
Night Message	DL		Night Message	DL
Night Letter			Night Letter	
If none of these have been specified, the check number of the telegram will be the symbol of the service to be rendered after the check number.			If none of these have been specified, the check number of the telegram will be the symbol of the service to be rendered after the check number.	

NEW YORK: CARLTON, PRESIDENT GEORGE W. E. ATYNS, VICE-PRESIDENT

RECEIVED AT

753 AL HS 11 WL

HM NEW YORK CITY APRIL 2 1945

JONATHAN PETTIGREW

214 CRESCENT HEIGHTS ALBANY N Y

HAVE SECURED OPTION UNTIL NOON TOMORROW COME QUICKEST WAY

HOTEL McAPLIN

DAVID BRODGRASS

7 15 PM

Revision. Have you made a definite request backed by a vigorous yet courteous statement of your grievance? (§§ 3, 20, 43.)

24. You have learned that Mr. Gottlieb Ziegler, 404 W. 115th Street, New York City, has a cottage at Ocean Grove, Florida, which he does not expect to occupy this

year. Your parents are planning to spend next month in Ocean Grove, and wish to know his terms for that time. Can you convince him of your reliability?

Revision. Read the letter aloud softly to test its sound. Try to find places where commas should be inserted; places where they should be removed. (§§ 88-95.)

25. You desire to have your cousin spend the week-end, Friday night to Monday morning, with you. In extending the invitation be as cordial as you can without seeming affected. Remember that this is a social letter. (§§ 107, 108.)

Revision. Have you run any sentences together? (§ 72.) Are exclamation or questions marks needed? (§ 86.) Finally hand your paper over to some classmate, who will impersonate your cousin and answer your note.

26. Unfortunately you are unable to accept the invitation which you have received, but you can go next week.

Revision. Is your note as cordial as the one you are answering? Is your suggestion concerning next week tactfully put? (§ 25.) Give your paper to your "cousin."

27. You have your cousin's reply that he¹ will be glad to come next week, but have promised to go with a party of your friends to spend the week-end in the country. Can you put him off without giving offense?

Revision. Are your pronouns all correct? (§§ 63, 64, 65.) Have you wrongly omitted any apostrophes? (§ 82.) Now ask your make-believe cousin how he would take your note if he were your real cousin. (§ 8.)

28. Your commercial geography class desires to visit a large merchandising or manufacturing plant, and has delegated you to secure the necessary permission. Why

¹ Meaning *he* or *she*. This is the accepted usage.

should any such organization permit itself to be bothered by a crowd of school children? Will they be interested in the indentity of your chaperones? Just when do you wish to go?

Revision. Will this letter, by its neatness and business-like courtesy, make a good impression upon the busy manager? Are the verbs correct in number? (§§ 59, 60, 61.)

29. Your school is collecting gifts, both money and provisions, and planning to make a merry Christmas for as many of the poor as it can. You can do more if some large grocery firm will give you special prices on the canned goods you must have. It will be well to tell just what kind of canned goods—both varieties and grades—you expect to purchase, and the approximate amount you will have to spend.

Revision. Does your paragraphing show that you had outlined your letter before you began to write? (§§ 31, 32.) Have you assumed that the store ought to grant this favor? In your anxiety not to seem to demand have you been too humble and fawning?

30. You have some old clothing and old furniture which you think the Salvation Army would use to good advantage. A postal card is sufficient for this situation. (§ 118.)

Revision. Has the informality of the postal betrayed you into discourteous abruptness? Look to your punctuation. (§§ 84, 85.)

NOTE. *The next three letters constitute a series in which each student is to have actual correspondence within the class. It is desirable that A inquire of B and receive inquiry from C, rather than that A and B should exchange letters.*

31. A week from next Friday night you will reach New York for a stay of several days and you desire to have accommodations engaged beforehand. Inquiries among friends who have been there incline you to stop at the Hotel McAlpin, Broadway at 31st St. There the rates (European plan) are \$3 to \$7 a day for single rooms and \$5 to \$10 for double rooms; a few rooms without private bath \$.50 lower than corresponding rooms with bath. How many in your party?

Revision. Imagine yourself the clerk who reads the letter; do you know how many rooms, at what price, for how long? (§§ 8, 3.) Are all the pronouns correct? (§§ 63, 64, 65.)

32. You have a request for reservations. If anything is not clear, ask about that. If everything is clear, make the reservations so far as you can. One room will probably be \$1.00 higher than the request called for, because all the rooms of that price are engaged. Will you take any measures to assure yourself of the good faith of the prospective guests?

Revision. Is there any expression in your letter that might give offense to people unaccustomed to traveling? (§ 22.) Have you used any stereotyped phrases which weaken the effect? (§ 41.)

33. You have a reply from Hotel McAlpin. You must now either accept the reservations they are able to offer you and make a deposit, or reject them and look elsewhere for accommodations, perhaps at the Waldorf-Astoria, 5th Ave. at 34th St.

Revision. Have you so placed this short letter as to make it look well on the page? If you have written to the Waldorf, have you done better than in your first letter to the McAlpin?

34. You and your older sister think it would be a great advantage to have a charge account at a certain dry goods or department store because of the time saved in making purchases. Your father is willing to open such an account if you will make the arrangements. No doubt the store's credit department will send out an application card for him to sign. In the meantime it can be looking up the references if you give them in the first letter.

Revision. Discuss in class the use of *refer* and *reference* in such letters as this. Have you used any such awkward phrase as "for reference refer to?"

35. The charge account was arranged and you went shopping in great glee. You ordered a pair of tan shoes, a toothbrush, a Brownie camera, and a pair of kid gloves. Instead of these things you have received a package containing some books and black shoes with a sales check made out to Mrs. John Hilton, 345 Crestline Avenue. You think it better to write than to telephone because the letter will then become a correct memorandum.

Revision. Have you given data by which the mistake can be traced and corrected? (§ 4.) Would a different arrangement make your letter shorter or easier to work with? (§ 31.) Have you used punctuation effectively as a means of clearness? (§§ 85, 86, 87, 96.)

36. Milton Winters, a stranger from Stonington, Ky., is coming to your town to clerk in your father's store, and will board temporarily at your house. Since it will not be convenient for any one to meet him at the station, he will need directions. Give them in a letter.

Revision. From the letter make a rough drawing of his course. Would this bring him to your house? Is there

any place where he might easily miss the way? Look for incomplete sentences. (§§ 69, 70.)

NOTE. The next three letters are in series. See directions preceding Number 31.

37. You are the manager of the basketball (or indoor baseball) team of your school. Because of a dispute two years ago, your school has had no matches with your nearest neighbor and dearest rival. Finding an open date next week because of the cancellation of an out-of-town game, you are determined to restore the old relations. Since the time is so short, this first letter should make proposals on as many points as possible—time, place, officials, eligibility rules.

Revision. Especially in the statement of the eligibility rules there are likely to be some awkward phrases; read aloud and listen for them. Have you written basketball (baseball) correctly? Have you used an adjective form as an adverb? (§ 67.) Hand your letter to some member of the class for a reply.

38. The neighboring school's request for a match next week finds you with an open date and a willing mind. In your acceptance you will need to repeat all the arrangements proposed, to make sure that you understand them correctly. Are there any points the other manager overlooked?

Revision. Do your paragraphs show forethought? (§ 32.) Let half a dozen of the acceptance paragraphs be read aloud and discussed. Then let each writer try to improve that part of his own letter. Make sure about the number of verbs. (§§ 59, 60, 61, 62.)

39. Trouble! You have just discovered that on the

date set for your game with the neighboring school your star player is to be an usher at his sister's wedding. It is useless to try to lure the boy away from the wedding; the team will lose, and you will be blamed for scheduling the game. Can you get the game postponed to the next afternoon? It is worth trying, under the circumstances. You must not humiliate your own school by begging. Is there any other way in which you can appeal to the rival manager?

Revision. Remember that this letter is going on a delicate mission to a hostile community. Recanvass the ideas expressed (§§ 5, 6, 7, 9.) Then search for expressions which could be quoted to make you look ridiculous or your school faint-hearted, or which might give offense. Are the adjectives and adverbs all correct? (§§ 66, 67, 68.)

40. You want a typewriter at home but feel unable to purchase a new one. The Typewriter Emporium, State & Lake Sts., Chicago, advertises "rebuilt machines as good as new." You would like to know the price of a good Underwood No. 4 or of a Royal No. 1; and what guarantees they will give. The serial number put upon each machine for identification is also an index of its age; would you like to know the number of the machine they offer you?

Revision. Read aloud and listen for awkward sentences. (§§ 42, 49.) Have you asked all the questions you will care to before coming to a decision? Are there question marks wherever there should be? (§ 86.) Are all the adjectives and adverbs correct? (§§ 66, 67, 68.)

41. In your hardware store you need the following stock items from the Guaranteed Cutlery Company, 743 Steel St., Bethlehem, Pa.: 1 doz. pocket knives, No. 334

at \$6; $\frac{1}{2}$ doz. pearl-handled pocket knives, No. 3, at \$13.80; $\frac{1}{4}$ doz. butcher knives at \$4.80; $\frac{3}{4}$ doz. sharpening steels at \$4.20.

Revision. Compare with the corrected copies of previous order letters.

42. You have now been studying this business English for some time, long enough to have made some observations and formed some opinions concerning it. Your teacher will be helped in her planning of the work that is to follow if you will tell her what you have found most interesting, most tiresome, most useful, or most unnecessary. Perhaps you can suggest some occasions for writing and speaking that the class could well seize upon. And you need not confine yourself to the letters and speeches, but may include all the study of grammar, spelling, and even literature, which you have had in this connection. Will you write more freely if you do not expect to sign your name? The teacher will give the final direction about that.

Revision. Strange as it may seem to you, your teacher will be much more interested in what you have to say than in your rhetoric or punctuation. Reread to see whether each sentence conveys just the shade of meaning you intended. Does your paragraphing make it easy to follow your thought? (§ 32.)

43. You are considering the use of 1,000 copies of a one-page, single-spaced, imitation-typewritten circular, printed in blue ink to match your letterhead. Before deciding you must know: (1) the price for the letters themselves, if you furnish the letterhead; (2) the cost of filling in the inner addresses and addressing the envelopes; and (3) the time which all this would require. So far as you can learn, the Multiple Letter Company, 545 W.

Monroe St., is most likely to do satisfactory work at a reasonable price.

Revision. Note that in the statement of the occasion all three objects of *know*—*price*, *cost*, *time*—are nouns. Have you observed a similar parallelism? (§ 51.) Would numbering the items of information make the reading any easier? (§ 34.) Is any sentence incomplete? (§§ 70, 71.)

44. Your firm is about to move to a new location. You have on hand enough stationery to last for three months. You must either order new stationery at once or order a rubber stamp with which to correct the address on the old. Discuss the problem briefly in class and then take the action you think best.

Revision. Is the order so clear and definite that you will get just the size and style of type that you want? Have you made clear the need of haste in filling the order? (§§ 3, 5.)

45. The suit which the local dealer has ordered made to measure by the International Tailoring Company, 1342 Washtenaw St., Hoboken, N. J., does not fit properly although it has been returned to them twice. You desire permission to take it to the local tailor for alteration at the expense of the International.

Revision. Have you stated your grievance fully enough to make the adjustment clerk realize it? (§§ 10, 11.) Have you used any offensive or undignified language? (§ 20.)

46. In your sporting-goods store you have never carried the lines made by A. M. Reach, 121 Broad St., Philadelphia, but you have lately had so much trouble with your old lines that you are ready to consider his. You want his catalog, information about discounts from the list prices, and terms of payment.

Revision. This letter should be brief and crisp. Is it? (§§ 41, 42, 43.) Look for incomplete sentences. (§§ 70, 71.)

47. On the excursion which the Saturday Walking Club, of which you are secretary, has planned for next Saturday, you will naturally reach Jesse Thompson's farm, about six miles from town, at noon. You want permission to cross his farm, and to build a fire in his woods to warm the coffee for lunch. How can you assure him that no damage will result? What will determine his decision?

Revision. Is your letter orderly? (§ 30.) Properly paragraphed? (§ 32.) Does any sentence contain two really separate ideas? (§§ 45, 72.)

48. In ordering 300 lbs. of sugar from Montgomery Ward & Co., Chicago, for whom you are a correspondent, Christopher Allison, Fairmont, Iowa, failed to notice that sugar had recently been reduced \$.50 per hundred. You have the pleasure of returning his excess remittance.

Revision. Is the note simple, avoiding affected or threadbare expressions? (§ 41, 42.) Make sure that all the verbs are in the right tense. (§ 78.)

49. The occasion is the same as in § 47 except that this time the owner of the farm happens to be an uncle with whom you usually spend most of the summer.

Revision. Compare this letter with the other one to see whether you have adapted yourself to the changed conditions. (§§ 6, 7.)

50. Your "division" or "home-room" group is to have charge of the assembly program on Friday afternoon. Some one has found out that the governor will be in town that day and has suggested that a talk by him would be much better than any program you yourselves could

give. You think so too. Will he think it worth while to stop in the press of official business to talk to a high school?

Revision. Will he know exactly what you want him to do? (§ 3.) Does your letter show eagerness, without gush?

51. Many of your school mates have read *The Virginian*, by Owen Wister, and all report that they like it very much. Someone has discovered that the story has been "filmed" with one of the Farnums in the leading rôle. Couldn't you get the best moving-picture theater in your vicinity to present *The Virginian*? Would it be a good plan for the school to buy out the house for one performance and then devote any profit it might make to school improvements or to charity? Find out all you can.

Revision. Examine each verb in your letter to determine whether it is in the proper tense or not. (§ 78.) Find the antecedent of every pronoun you have used, to make sure that no antecedents are doubtful or missing. (§§ 53, 74.)

52. In the school store which you are about to open just across the street from this building you expect to carry only the Eagle Pencil Company's (1150 Broadway, New York City) pencils. In making out your order count that the wholesale prices by the gross are 35% less than the retail prices you have been paying. How many different grades and qualities will you need? How many of each? What about payment, since this is a new business?

Revision. Let some classmate take your letter and decide whether he could fill the order without asking any questions or guessing at your meaning.

53. As the credit man for Murdoch & James you have the delicate task of calling Winans's attention to a discrepancy between his check and the invoice.

How shall you avoid giving the impression that you think the mistake intentional? Shall you return the check or ask for an additional remittance?

MURDOCH & JAMES WHOLESALE GROCERS WICHITA, KANSAS					
May 5, 1925					
SOLD TO: <i>Lila Winans</i> <i>Bayliss, Nebraska</i>					
TERMS 2% 10 DAYS, NET 30 DAYS					
15	lbs	Am. Family soap	@ \$3.75	56	25
5	llb	H. & P. Granulated sugar	@ \$16.00	80	00
3	llb	Swiss coffee	@ \$30.00	90	00
2	kg	Granola Flour (1/2 llb sacks)		32	40
				258	65

BAYLISS NATIONAL BANK
 BAYLISS, NEB. June 1, 1925
 PAY TO THE ORDER OF *Murdoch & James* \$253.⁶⁵
Two hundred fifty three and 65/100 DOLLARS
Lila Winans

Revision. Let several letters be read aloud and the different methods of treating the matter discussed. (§§ 22, 23-25.) Putting the original aside so that it may not interfere with an entirely new wording, rewrite your letter after class.

NOTE: Another series of three letters follows.

54. The Dramatic Club, of which you happen to be

president, wanting to give a play on the twelfth of next month, finds that the school hall is engaged for that evening and that it must rent a hall elsewhere. What is the most desirable place in your community for such an entertainment? Can you see any business reason why the owner should make your club a special rate?

Revision. Can you make the meaning easier to catch by inserting a comma anywhere? (§§ 88-95.) Is any sentence incomplete? (§§ 70, 71.) Does any contain two really separate ideas? (§§ 45, 72.) Hand your letter to a classmate for him to answer.

55. You must answer the president of the dramatic club, naming the rent and calling attention to any special arrangements or regulations you think best. Since an offer and an acceptance constitute a contract, it is customary to keep "carbons" of such letters as this.

Revision. Try to find a sentence or phrase that could be misunderstood. (§§ 52, 53.) Remove any stereotyped expressions. (§ 41.)

56. The terms offered by the owner of the hall are satisfactory and you wish to accept. In such letters it is usual to repeat the offer to avoid misunderstanding. Keep a carbon of your letter.

Revision. Listen for awkward expressions. (§§ 42, 46, 49.) Look for incomplete sentences. (§§ 70, 71.) Reread to find sentences which need division. (§§ 45, 72.)

57. The accompanying letter appears this morning on your school bulletin board. Try for the free pen.

As a preparation for this work it will be worth while to bring in all the advertising blotters you can and to discuss the effectiveness of the various designs and displays. Study the design on page 66.

I. BAUM
STATIONER AND BOOKSELLER
SCHOOL SUPPLIES A SPECIALTY
625 YORKE STREET
PERSHING, Mo.

January 15, 1925

Mr. U. R. Goode, Principal
Bullard High School
Pershing, Mo.

Dear Mr. Goode:

I have just put in a line of dollar fountain pens which are much better than anything we have ever had at the price. They really are equal to the Waterman and the Parker. I am asking permission to advertise them in your school because of the increase in efficiency which they will make possible.

I wish to print and distribute advertising blotters 4 x 9 inches, two for each student in the school. To stimulate interest, I wish to offer a pen free to the student who will furnish me the best copy for the blotters. Printed information about the pen may be secured at the store.

I hope you will see the advantage to your pupils and approve my request.

Respectfully yours,

J. Baum.

*O.K.
U.R.G.*

Revision. Is the space so crowded that nothing stands out to catch attention? (§§ 9, 35.) Have you kept in mind the readers — chiefly students? (§§ 6, 7.)

Let a committee choose six of the best blotters. Then let these be posted twenty-four hours for inspection by the class and a vote taken as to who deserves the prize.



MISS SWIFT

**11 EAST 55TH STREET
NEW YORK**

INTERIOR DECORATIONS

**FURNITURE, HANGINGS,
MATERIALS, WALL AND
FLOOR COVERINGS**

**MANTEL ORNAMENTS
DECORATIVE PAINTINGS**

**SPECIALTIES IN BOUDOIR
FURNISHINGS, LAMPS,
SHADES AND MIRRORS**

58. The proprietor of the variety store nearest the school has decided to stimulate trade by marking some article at a special rate and then advertising this bargain on little circulars to be dropped into people's mail boxes. He thinks he will get better results than from larger circulars describing several articles. As a further means of creating interest, he has offered a prize of one dollar to the high-school pupil who submits the best "copy" for the circular. He is willing to make the drive on any of the fol-

lowing: carpet beater, screw-top all-glass salt cellar, narcissus bulbs, "egg-shell" china cups and saucers, old-fashioned pure-sugar stick candy. The copy must not only tell what is to be said but also show the display — the appearance of the page.

Revision. Have you made any exaggerated claims? (§ 17.) Have you tried to tell too much? (§ 9.) Have you put the strongest expressions first and last? (§§ 35, 38, 39.)

59. Edgar C. Frazee, 211 Borland Block, Cleveland, Ohio, has offered to sell you the vacant lot you want for \$35 a front foot, you to pay the taxes now two months past due and amounting to 3% of the total value. The price is very reasonable, but you do not like the idea of paying overdue taxes.

Revision. Are you sure that Frazee's lawyer could not make your letter mean anything but what you intended? (§§ 49, 53.)

60. The curtain for the stage in your assembly hall is so old and worn that everybody wants a new one, but nobody seems to be ready to take the first step to secure it. Before launching any campaign to purchase a new curtain you ought to know in a general way what it would cost. No doubt, any high-class dry goods or furniture store or department would be glad to make a *rough estimate* if you gave them the approximate dimensions of the curtain, some notion of the style of curtain, and a hint of the materials you had in mind. You cannot expect a definite bid.

Revision. Have you made it seem worth their while to do the necessary figuring? (§ 5.) Read in an undertone to determine whether your reading and your punctuation agree. (§§ 85, 86.)

61. Very frequently in business when an agreement is reached in a personal conference, one or both parties write "confirming the conversation"—that is, repeating the substance of the final agreement to prevent misunderstandings and to put the matter on record. Last night you agreed to rent from Jessie Phlak (not a dealer) her secondhand Royal typewriter with the privilege of applying the rent upon the purchase price at any time within six months. You think it is best to have this conversation confirmed in writing.

Revision. Look for incomplete sentences. (§§ 70, 71.) Would some of your long sentences be improved by the insertion of a comma or a semicolon or even by division? (§§ 45, 72.) Are the modifiers well placed? (§ 49.)

62. The printing of the programs for the high-school play next month has been put in your hands. You are planning to make the advertising pay for the whole thing. This will be possible only if you can obtain a very reasonable rate from the printer. Accordingly you decide to write the same letter to each of three printers, asking for bids. They will need to know the size of the program, how much is linotype work and how much hand-set, the quality of paper you want, and the number of copies.

Revision. Can you combine any of your short sentences? (§ 46.) Does your letter sound childish or business-like? (§ 47.) Have you expressed parallel ideas in parallel form? (§ 51.)

63. In order to lower the high cost of living you have your Uncle Eugene, who lives about 300 miles away, ship you as much as possible of the fruit and vegetables used by your large family. The last shipment was so delayed by the express company as to be a total loss.

You are, of course, entitled by law to recompense for the loss, and refund of the express charges if they were paid.

Revision. Express companies are notably dilatory in making such adjustments as this, and you are not likely to receive prompt attention if your letter sounds amateurish. Does your letter sound like one written by an experienced business man. (§§ 42, 46, 52.) Examine every verb to see that it is in the right tense and that it is the correct form of that tense. (§§ 78, 79.)

64. For the quarter-page advertisement which it has run in your school paper for the last three months, the National Candy Company is to pay \$15.87. As business manager you have the duty of sending them the bill. In a brief note accompanying the statement suggest further use of your space.

Revision. Could you make your letter more cordial without belittling yourself? (§ 21.) Remove any formal or stereotyped phrases. (§ 41.)

65. Your class (this includes all in the school who are ranked in the same semester with you) is to have a party next week, and the social committee has asked for suggestions of games to play. These suggestions are to be handed in with complete explanation. None of the extremely common games, such as checkers and dominoes, and none of the very complicated games, such as chess and whist, are wanted. The committee further requests that wherever in the explanation you can make a point clear by comparison to some very familiar game you will do so.

Revision. In imagination play the game through according to your own directions. Can you make the directions easier to understand by inserting connectives? (§ 34.)

Now look for parallel ideas not in parallel form. (§ 51.) Have you used *like* as a conjunction? (§ 77.)

NOTE.—*The next eleven letters are in series. See the note preceding number 31.*

66. Because of the increased attendance in your school this fall the business in the school lunchroom has outgrown the supply of dishes and silverware. It has been decided that the additional equipment needed is to be ordered at once from Pitkin & Brooks, Dearborn & Lake Sts., Chicago (or from any other wholesaler nearer to you). You expect to be allowed sixty days' time (references) and wish the goods shipped by fast freight.

Revision. Have you tabulated the order? Are the names of the dishes all correctly spelled? Are the plurals formed correctly? (§ 31.) Hand your letter to some one who will represent the wholesaler throughout this series. Some third person will hand you a similar order.

67. Although it is now two weeks since you ordered the dishes, you have not even a notice of shipment by Pitkin & Brooks. You need the dishes so much that you complain of the delay.

Revision. Have you made the mistake of scolding or threatening? (§§ 17, 20.) Have you anywhere used an adjective form as an adverb? (§§ 66, 67, 68.) Examine the tense and form of your verbs. (§§ 78, 79.) Hand this letter to the one who received your order.

68. You have the order and the protest over the delay in filling it, and must make some reply. Of course you can promise that the shipment will arrive soon. *Two days later* you are able to forward invoice and bill of lading.

Revision. If you have given an excuse, is it better than

a mere expression of regret would have been? Have you overlooked occasions requiring the present perfect or past perfect tense? (§ 78.) Have you used *shall* for *will* or *will* for *shall*? (§ 80.) Give your replies to the proper person.

69. When the Pitkin & Brooks' goods finally arrive, the forks are missing, although they are shown in the invoice. Since they are among the articles most urgently needed, you want them sent by express, prepaid.

Revision. Why should they grant your demand? (§§ 5, 21.) Is the antecedent of each *which* in your letter clear and correct? (§ 50.) Hand to *your* wholesaler.

70. You have the complaint about the missing forks. Again you must apologize and send the goods.

Revision. Have you said too much? Too little? Are the adjectives and adverbs correct? (§§ 66, 67, 68.) Are *shall* and *will* used correctly? (§ 80.) Hand to your customer.

71. As the manager you need to fix responsibility for such errors as the one about the forks, lest they be repeated. To your brief note to the shipping room attach the letter of complaint.

Revision. Is the tone of the note such as to anger the employee who must answer? (§§ 20, 25.) Note that the shipping-room foreman is a new party in this series.

72. As foreman of the shipping room you are asked to explain the error about the forks and the steps that will be taken to prevent similar occurrences hereafter.

Revision. Examine all adverbs (§§ 66, 67, 68) and pronouns (§§ 63, 64, 65) with special care. See that so far as possible all the verbs are in the active voice. (§ 79A.) Hand this with the complaint and the note concerning it to *your* manager.

73. As a correspondent in the employ of Montgomery Ward & Co., Chicago, you must answer the following indefinite order:

Please send me at once these things
 I will pay when the goods come
 at the express office 3 pair of fancy
 socks one good pocket knife which
 will take an keep an eye a bottle
 of sweet rose perfume and
 Robert Chambers best novel
 send to Chas Williams Hull West
 Virginia

Perhaps it would help your customer if you sent him an order blank.

Revision. Have you shown that you feel that Williams is ignorant or have you used any expression which may offend him? (§§ 19, 23, 25.) Have you any sentences that are incomplete or in need of division? (§§ 45, 70, 71, 72.)

74. The impossibility of any one man's keeping up with the magazines, even with so much of such literature as would really interest him, has brought into existence such modern reviews as the *Literary Digest*, *The Review*

of *Reviews*, and *Current Opinion*. These meet fairly well the demand of the busy adult for summaries of the things he would like to read if he had time; but they do



not just meet your needs, because they are not compiled from your point of view, which is properly enough different from that of adults. By a little co-operation, however, you may have a review of your own—with any title you please—covering, from your own viewpoint,

just the papers and magazines most likely to have articles interesting to you and your classmates.

Make a list of the magazines to be examined and divide them among the members of the class. Search the magazine or magazines assigned to you for interesting titles and report tomorrow. The articles will then be assigned by the teacher.

Write the best summary you can of the one assigned to you.

Plenty of model summaries may be obtained by consulting the review periodicals already named; but for convenience and because of its simplicity, one of the articles used as an exercise in the spelling chapter of this book is summarized here.

HOW TO MEET MAIL-ORDER COMPETITION

In *System*, December, 1915, Joseph Mills explains how he and his partner did it. They were making a scant living in their country store because so much business went to the mail-order firms. In desperation they ordered a lot of mail-order goods and then bought of manufacturers a large variety but small quantity of very similar—in some cases, identical—articles. Then they marked the latter slightly below the mail-order prices and offered them and the mail-order goods side by side upon their counters. They even ordered from the mail-order houses if their customers so desired, and charged them nothing for the service. In every such case they put a similar article in stock as soon as possible—marked, of course, slightly lower. Soon the people of their community saw that it was possible to buy from them at better prices, to see the goods before buying, and to secure immediate delivery. They captured the trade.

Revision. Run over the original article again to see whether you have left out any main point. Go over your summary to see whether you have included some minor point which is out of place here. (§§ 9, 35.) Have you

given each point about the same importance it had in the original? (§§ 36, 37.) There is especial danger of overcrowded sentences (§ 45.), and lack of parallelism. (§ 51.) Type what you have written, using several carbons so that several copies of your co-operative review may be available for use by the members of the class. Before turning your work over to the managing editor, look over the punctuation, which will now show up surprisingly.

75. If you have a school paper, perhaps your class may be allowed to write up the next assembly lecture. The best summary can be handed to the editor to print. If you have no paper, make it a point to hear during the next week a good public address which you can summarize for your class. This will probably involve taking a few brief notes in order to have the whole clearly in mind when the speaker has finished.

Revision. Look for incomplete sentences. (§§ 70, 71.) Look for sentences which need to be divided. (§§ 45, 72.) Look for parallel thoughts which are not expressed in parallel form. (§ 51.) Finally test each use of *like* and *as*. (§ 77.)

76. You have charge of the doll department at Button & Farrell's. The line of character dolls which you have recently installed has so favorably impressed the manager of the store that he says he wants to include a circular about them with every statement of account sent out at the end of this month. The manager has secured a cut $2\frac{1}{2} \times 4$ inches, to appear at the top of the circular, and expects you to furnish the copy.

Revision. Have you chosen the one point of especial excellence and treated it with enough color and vigor to excite interest? (§§ 9, 10, 11, 13.) Are your first and last

sentences short and emphatic? (§§ 37, 38.) Does the last one contain the most important idea? (§ 39.)

Augusta, May 25

Dear Sister,

That summer camp in the northern woods will have to wait still another year. Belle and I start for Arizona next week. The doctors say now that her trouble is tuberculosis and that her only chance is to go at once.

You remember Lillian finished her business college course last month. She is now getting \$10 a week in Capital City. Paul has a job here and will stay with neighbors until fall. Then he ought to go to school. We don't know whether to let him go to the Cosmopolitan Business College over at Capital City as Lillian did, or let him come to you, as you once suggested, and attend your high school. If you can talk him won't you have one of your boys write me about the high school. You know what I need to know. We wish to decide before we leave.
 More when we get settled again.
 Your brother,
 David

77. You have been chosen to answer this letter from Uncle David. Make out as strong a case for your

school as you can, but stick to the facts. If there is anything worth while about your school which you do not know, inquire of those who do know, both teachers and pupils.

Revision. Does the orderliness of your letter show that you had a plan before you began to write? (§§ 30, 31.) Could you make any point clearer or stronger by giving an example or illustration? (§§ 11, 15.) Ungrammatical constructions, misspellings, and awkward phrases will completely destroy the effect of any praise of your school. Look especially at verbs and pronouns. (§ 73.) What about *like* and *as*? (§ 77.)

78. The finances of the school paper are in a desperate state. Although you have accepted a number of paid-in-advance subscriptions for the semester, the funds on hand will not last beyond the twelfth week. Something must be done. It has been agreed by the editors that as a beginning *you* shall make a statement of the situation and an appeal for support, in the editorial column the day after tomorrow. Remember that whining attracts no one, and that a *lost* cause secures few recruits. On the other hand, it would be folly not to admit the seriousness of the situation.

Revision. Have you told the truth? Is your editorial inspiring or dispiriting? (§ 21.) Find and italicise one sentence which may be used as a slogan or watchword in this emergency campaign for subscriptions. Are *who* and *whom* used correctly? (§ 75.)

79. The owner of the house or apartment in which you live resides in another city, and his local agent will not do the decorating in a satisfactory way. You are willing to renew your lease, which expires at the end of next month,

101 Birchwood Terrace,
Newton, Indiana,
October 20, 1923.

Will U. Work,
Newton High School Mirror,
Newton, Indiana.

Dear Sir:

I have been so much impressed
by the excellence of your recent issues,
which I have seen at a friend's home,
that I am enclosing \$5.00 for a year's
subscription.

Many alumnae would be
similarly interested, I am sure. If
you will send me sample copies--
say twenty-five-- I shall be glad to
distribute them at the next meeting
of the Woman's City Club and to
solicit subscriptions.

Yours very truly,
(Miss) Mabel Money.

if the owner will allow you to manage the decorating. The customary allowance — one month's rent — will be quite sufficient.

Revision. Will this letter give the owner confidence in you? (§ 17.) Refresh your memory upon the uses of the present perfect tense (§ 78.) and then reread your letter. Have you used *shall* and *will* correctly? (§ 80.)

80. Miss Money (See the letter opposite.) is a stranger to you, but of course you will send her a bundle of papers. Should you not also write her a note of appreciation and encouragement?

Revision. Remove any stereotyped expressions. (§ 41.) Examine carefully each use of *who* or *whom*. (§ 75.)

81. You have just received from Miss Money twenty-five new subscriptions — with cash. To thank her will be a pleasant duty.

Revision. Is this a letter she will be proud of to show to her friends? Are there any adjective forms used as adverbs? (§§ 66, 67, 68.) Do the verbs all agree with their subjects? (§ 73.)

82. About a month ago, as the agent in your school for the Bailey, Banks & Biddle Company, 1143 Chestnut St., Philadelphia, you took and forwarded an order for class pins for the graduates of this semester. Now the class very reasonably declines to accept these pins unless they arrive before the big class party which is to occur in about ten days. Of course, you must protect yourself against having these pins left upon your hands.

Revision. Are *shall* and *will* used correctly? (§ 80.) Is each verb in the proper tense? (§ 78.) Are the verb forms all correct? (§ 79.) Read your letter in an undertone to see whether it sounds amateurish.

SAMUEL KENT.
Representative, Third District

HOUSE OF REPRESENTATIVES
STATE OF PENNSYLVANIA
HARRISBURG

March 5, 1924

Henry Ritter & Co.

313 Black St.

Reading, Pa.

Gentlemen:

Even when I am here I like to give my
trade to my own constituents. Please send me
three shirts as nearly like those I got last
month as you can. Please address them to the
Hotel Wilford.

Yours truly,

Samuel Kent

SK:MK

83. You would not think it possible, but here is Kent's letter — any one experienced in department-store or mail-order work could tell you that this sort of thing is almost common.

Since you cannot tell, even by consulting your records, what size or color of shirts he bought, you must ask for more definite instructions.

Revision. Will this very busy man feel that you really appreciate his (truly) valuable patronage? (§§ 23, 25.) Have you used any expression which may offend him? (§ 22.) Hand your letter to the legislator (or to his wife or daughter, who will answer for him).

84. You have the store's letter asking for more definite instructions concerning the shirts. The best way out of this embarrassing situation is to give the details asked for. Forethought will be necessary if you are to make the letter as short and clear as it should be. (§ 30.)

Revision. Try to find commas which should be omitted. (§§ 85, 88.)

85. Typewriter companies are glad to sell their machines to schools at reduced prices. Why should not the same thing be true of the Dictaphone and the Edison Dictating Machine? Perhaps if you appeal to the local agent you can get such a discount for your school. Would it be to the advantage of the local dealer to have the pupils here become familiar with his machine? (§ 5.) Can you bring this home by an illustration? (§ 11.)

Revision. Lay the letter away for at least two days before rereading. Does it sound well? Is the illustration a good one? Does the letter end strongly? (§ 39.) Have you used *which* without an antecedent? (§ 50.) Hand your letter to a classmate, who will impersonate the dealer.

715 Jackson St.
Shreveport, La.
Sept. 1, 1925

The Typewriter Emporium
34 E. Lake St., Chicago

Gentlemen:

What make of typewriter do
you recommend most highly? What
do you ask for a second hand machine
of this make in first class condition?

I want this machine for my
personal use in literary work.

yours truly,
(Miss) Hazel Dean

86. You have the school's request for a special price on a Dictaphone, addressed to you as the local agent. If you think it would not be to your advantage to grant the request, write as tactful a refusal as you can. If you are inclined to make the special price, write the school authorities that you are asking permission of the home office, and then write a note to accompany the original request when you forward it to the home office.

Revision. Give especial attention to the number of the verbs (§§ 59, 60, 61, 62, 73), and the forms of pronouns. (§§ 63, 64, 65, 75, 76.)

87. Read Miss Dean's letter, page 82. You have "rebuilt" machines of all types, to sell for from \$30 to \$60. What will you tell her? What can you say to help her to an early decision? To lead her to buy of you? Any explanation will have to be very untechnical, for apparently Miss Dean knows very little about any machine.

Revision. Consider afresh *what* you have said. (§§ 6, 11.) Can you improve the coherence of your letter? (§§ 30, 34.) Do all your pronouns agree with their antecedents? (§ 74.) Test especially all pronouns and verbs in dependent clauses. (§§ 75, 73.)

88. Many things, from pennants and arm-bands to automobiles, are sold by agents on commission. Each agent is given a certain territory, which other agents for the same firm must not invade. Your family has decided that it could handle such a business profitably, and expects you to choose the line and secure the agency in your own name.

Revision. Is your beginning direct and strong? (§ 37.) Will the sales manager see in the letter evidence that you will be a satisfactory agent? (§§ 8, 10, 13.) "Send" your

letter to the general sales manager of the company (a classmate).

89. You have the application for territory addressed to you as sales manager, but you do not give out retail territory directly; that is managed by the district agents among whom the country is divided. All you can do is to forward the application to the district manager and tell the applicant that you have done so. This will call for two brief notes, to go to different parties.

Revision. Reduce each of the notes to a single smooth sentence. (§ 46.) Have you used *who* for *whom* or vice versa? (§ 75.)

90. You have an application for local territory forwarded to you by the company's sales manager, and must grant or refuse the request. The territory is unassigned. What should you know about the applicant before accepting him as an agent? Have you this information? If references have been given, write to one of them; if not, ask the applicant for them. Courtesy and personal interest both demand that you give the applicant a final answer as soon as possible.

Revision. This occasion has called out two, possibly three, letters. If you have been compelled to ask the prospective agent for references, have you done it tactfully? (§§ 22, 23.) In the letter inquiring about the applicant, have you asked just the right questions? Have you demanded the information or asked it as a favor? Is your letter appointing the new agent likely to call out his enthusiasm? (§§ 16, 17, 21.)

91. In the school-supply store which you and your chum recently bought you have just received a miscellaneous shipment of goods from the Baker Paper Company,

Oshkosh, Wisconsin. In this order were included five dozen end-opening notebooks, $8\frac{1}{2} \times 11$ inches, at \$.85 a dozen, instead of which you find side-opening books. Not only are the side-opening books unsalable, but the trade is being diverted to another store where the pupils can get the sort of books required by the teachers in the neighboring high school. The bill exclusive of the notebooks is just \$80. What will you do?

Revision. Are all the modifiers as near as possible to the words they modify? (§ 49.) Review your comma punctuation. (§§ 85, 88-95.) Is the letter courteous? (§ 20.)

92. Through some clerical oversight the extension Swan mentions (page 86) was not recorded and a routine notice was sent by a clerk while you were away. Was it the dun or the distrust which he thought it showed that hurt? What can you say to make him feel better? Can you find a story that will help to sweeten him up? (§ 11.)

Revision. How would this affect you if you were Swan? (§ 8.) Have you used the past perfect tense wherever you should have? (§ 78.)

93. Henry Pearson, Brookdale, your own state, rents his cottage from you, paying \$32.50 per month. He has always been so regular in his remittances that you have come to depend upon them for certain periodical requirements of your own. This time he is two weeks overdue, and you are embarrassed by the delay. He may think he has sent the check when he really has not, or it may have been lost in the mails. Shall you explain why you inquire?

Revision. Is there any word or phrase which would strike Pearson unpleasantly? (§ 22.) Are the tenses throughout the most appropriate ones? (§ 78.) Should

Black, Texas
December 5, 1925.

Stewart Bros.,
Dallas, Texas
Attention James Benson Credit Manager

Dear Sir:

What's the matter with you anyway?
Are you afraid I'm going broke or do you
think I have timed crook. Last week
you gave me an extension till January 1 -
on that September order and I get a curt
request at once because the account
is overdue. It's a wonder you don't
threaten to sue. You may have to before
you collect.

I'll send the money as soon as I
can spare it, and that will be all
of Stewart Bros for me. I like to deal
with gentle men even if it costs a little
more. Yours truly, John Swan.

any sentence be divided? (§ 45.) Should any sentences be combined? (§ 46.)

94. According to a custom of long standing you are ordering the family requirements in toilet goods from Colgate & Company, New York City: 4 boxes Cashmere Bouquet toilet soap at \$.40, 2 sticks shaving soap at \$.20, and 3 oz. Lady Maude perfume (violet) at \$.55. On a cash order of this amount, Colgate will pay the postage.

Revision. Compare with the tabulated order in § 114. Hand your letter to a classmate for answer.

95. Evidently the customer is using an old price list. Perfumes have advanced 25% since that list was issued, and other prices have risen. You will have to explain as best you can to the customer. Of course your prices are still as low as those of other firms. Will you send the goods or wait for a reply?

Revision. Have you used the present perfect tense wherever you should have? (§ 78.) Test the correctness of each *shall* and *will*. (§ 80.)

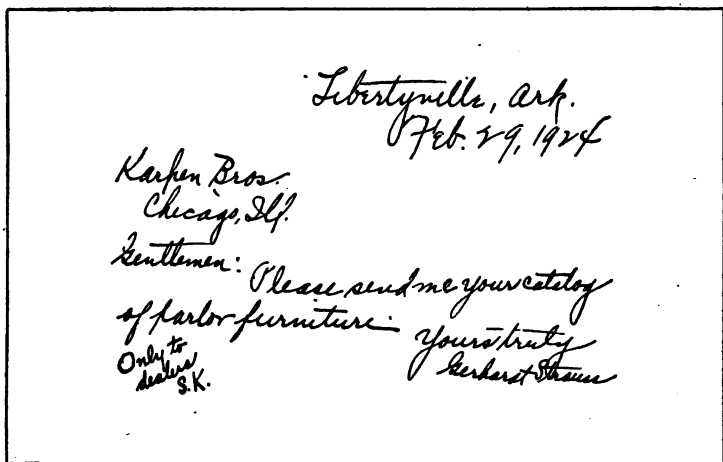
96. You have Colgate's request for additional remittance. You must either send the money or ask them to return your original remittance.

Revision. Try to shorten your letter without making it discourteously abrupt.

97. You are the sole agent of the Mead Cycle Co., Chicago, for all the territory within a radius of three miles from your home. Last week, however, a touring agent of the company sold a bicycle to Kenneth Pringle, who had promised to buy from you, for three dollars less than the catalog price. This defrauded you of \$7.50 commission. The agent's name was Rauschert, you think. What do you expect the company to do?

Revision. Is your letter vigorous? (§§ 10, 37.) Definite? (§ 3.) Dignified? (§§ 16, 17.) Are the statements in the best order? (§ 30.) Is the paragraphing satisfactory? (§ 32.) Consider the tenses of your verbs. (§ 78.)

98. This request from Gerhardt Strauss, with your manager's annotation, has come to your desk for reply.



Will an illustration of what might happen if you permitted wholesale prices to become public help him to understand your position better?

Revision. Have you used *they* or *them* with a singular antecedent? (§ 74.) Test the correctness of all your pronouns. (§§ 63, 64, 65, 76.) Have you misused *who* or *whom*? (§ 75.) Have you misused *like*? (§ 77.)

NOTE. From here on you will choose for yourself the points to consider in revision. It may be well for you and the teacher to confer about the matter occasionally.

99. In order to increase the sale of the pennants and arm-bands for which you have an agency, you wish to insert a "display" advertisement in the school paper. The first thing to do is to "lay out" a good piece of "copy." If you cannot make a drawing, leave a space for it and indicate the nature of the picture.

Revision. Is there anything about your advertisement to make pupils want a pennant or band? (§§ 9, 10, 21.) Would it be more effective if you cut out about half of the text (i, e., half of the words as distinguished from the picture)? (§ 36.) Pin your advertisement to the upper moulding of the blackboard and let all the class inspect it.

100. Now that you have satisfactory copy for an advertisement, you are ready to appeal to the manufacturers to pay for its insertion in the paper. What questions will immediately come up in the mind of the business man who must decide the matter?

Revision. Have you shown the enthusiasm that you must have to follow up the advertising successfully? Is your letter so roseate as to make the whole scheme seem merely an air castle? (§ 17.) Have you furnished *facts* to overcome his doubts? (§ 12.) Are *shall* and *will* correctly handled? (§ 80.)

101. You write the few letters required by your father's tailoring firm. Five months ago they made a suit for ex-Judge Henrotin, who is sure pay but very slow. Now they desire to remind him as inoffensively as possible, because they need the money to pay for the new season's cloths.¹

102. In an order sent by Swan Lundstrom, Anderson, Iowa, to Montgomery Ward & Company, Chicago Ave.

¹ Not a misspelling; several varieties of cloth.

& Larrabee St., Chicago, was included an I. X. L. pocket knife at \$1.25. The I. X. L. factory burned down last month and the Montgomery Ward stock of this knife is exhausted. An Orr & Locket Knife of the same style at the same price — *really* just as good — has been substituted, and it is your duty as letter-writer to explain to Lundstrom. The main point is, of course, to keep Lundstrom's confidence; the sale of this individual knife matters very little.

103. Your teacher desires to supplement or perhaps to replace part of these occasions for writing with those that arise in the life of your own school. So she wants each member of the class to bring to class tomorrow statements of two such occasions. If, after reasonable thought, you cannot find such real occasions, present imaginary ones or occasions that you have known of elsewhere.

104. Last year you worked afternoons (after school), evenings, and Saturdays for two weeks before Christmas and were told that you were unusually satisfactory extra help. You would like to go back to the same place this year, but wish to avoid standing in line for an hour without any certainty of reaching the employment window even then. What can you write that will make the employer remember you? If that is impossible, can you make your letter so businesslike that he will take you without remembering?

105. Although most guaranteed hosiery is thick and stiff, Shawnit Guaranteed Hosiery is as soft and good-looking as any without the guarantee. Retail prices: sox, per box of six pairs, \$4.50; stockings, \$5.75. Wholesale prices: sox, \$2.90; stockings, \$3.95. You are making such dealers as Wilhelm Bruner, New Berlin, Iowa, a

special offer of two dozen boxes with the privilege of returning any that are unsold at the end of sixty days. You know that if you once get them started among the patrons of a high-class store, the dealer will find a very considerable and constant demand for them. Is there any chance for Bruner to lose on this trial order? Short vigorous sentences — and not too many of them — will do the business best.

106. You have been appointed by the president of your class as the chairman of the committee on class pins. Among others whom you wish to ask for information is the Gorham Company, 17 Maiden Lane, New York. Hand your letter to the classmate designated by your teacher.

107. You have the inquiry about class pins. You have a ten-page illustrated catalog, which you will send. It will be well to call especial attention to the offer (Page 10) to make pins from designs submitted by customers or even to design pins embodying features desired by customers. Hand to your prospective customer.

108. One of your classmates has a design for the pin which your committee thinks will work out very nicely. The designer himself insists that you get a sample first and see how well the color values come out. This is all very well if the sample does not cost too much, and if the pin can be furnished to the class at a reasonable price. Better ask the Gorham Company too many questions than too few.

109. You have a special design sent in with request for price of sample and of pins if twenty-five or more are ordered. You can make up a plated sample for \$1.50 and will credit even that amount on the bill for the real pins

if they are ordered. You can offer the pins, enamel on solid gold at \$45.00 per dozen; on solid silver at \$32.00 per dozen.

110. You have Gorham's reply. The artist says that silver and enamel will be best because of the colors in the design. You have decided to get the sample, at any rate.

111. The sample is ready to send. It happens to be, in your opinion, an unusually successful design; will you say so? What can you say to bring the order in before the rush season comes?

112. You are all very much pleased with the sample pin, and every member of the class has asked to have one made. So far you have collected only about half the money, but you are sending that as evidence of good faith. You will probably have to send it all before the pins are delivered.

113. You have been appointed one of the general salesmen for the Kellogg Biscuit Company and assigned the special task of working up trade in their new product, Toasted Oatflakes. The regular price of Toasted Oatflakes is \$1.90 a case (2 doz packages), but you are allowed to sell an introductory order of not more than three cases at \$1.50. The first step in such a campaign is usually a form letter to the dealers. In deciding what to say you will probably be helped by thinking of the grocer from whom you used to buy things for mother and of his store and trade. Isn't he likely to think, "I have a good trade on breakfast foods now. Why should I bother with anything new?" Have you any good answer? Hand the letter to a classmate.

114. You have the circular letter — an excellent filled-in imitation of a personal letter — from the Kellogg Biscuit Company. You happen to have eaten some of the

oatflakes and think they will become popular. Why not advertise them at 8c, two for 15c, as a leader? To make such a plan profitable you would have to get more than three cases — six, say — at the introductory price. Can you get them?

115. The Kellogg Biscuit Company lets you have the six cases at \$1.50. You have presented free packages to several well-known ladies in your community and gotten brief, quotable endorsements from them. You are planning a handbill showing the bargains for the week, giving at least a quarter of the page to Toasted Oatflakes.

116. When your recent order from the Albaugh-Dover Company, a mail-order firm at Nineteenth & Marshall streets, St. Louis, arrived, a lady's writing desk was missing. Since the desk was to be your sister's birthday present, you had to buy one elsewhere. Now you want \$14.95 back. Keep cool. Make a plan before you write the first word. "Send" the letter as usual.

117. You have the request for a refund upon the writing desk. Investigation shows that the desk was shipped with the other things, and must have been lost by the railroad company. You are not legally responsible for such losses, but you make it a rule to accept them if the buyer will return the bill of lading sent him when you shipped the goods and will obtain for you a written statement by the local freight agent that the missing article was not delivered. Then, of course, you will demand satisfaction of the railroad company. Remember that the buyer may not be very familiar with such matters as this. "Send" to the buyer.

118. The bill of lading, bearing the agent's endorsement that the writing desk was missing, has been sent in

by the customer. Now you must make your demand upon the railroad. To what official or department will your claim be addressed?

NOTE. The next six occasions for writing constitute a venture in competitive selling.

119. You have decided to make a start in the retail mail-order business by trying to sell a single article. In order to succeed in such an undertaking you will need to know as much as possible about that article. This will in most cases involve answering one or more magazine advertisements which offer circulars free. Your chances of success will be increased if you choose some article which appeals to you as a buyer.

120. Your first selling attempt is to be a circular letter (addresses to be filled-in) presenting the merits of your article strongly but briefly. Your first mailing list is to consist of the ten members of the class whose names follow yours on the roll. The circulars you will make by typing twice with carbons.

121. Today's mail has brought ten circulars to your desk. Probably the least attractive of these will be tossed aside without being read all the way through. However, you are sufficiently interested by one of them to write for additional information.

122. Perhaps you have an inquiry or two. If so, you will make the best answer you can and send any appropriate printed matter that you have. If you have no inquiry, you must get out a more appealing circular than before. This time let your mailing list be the five names following those addressed the last time. You must get the business or go to the wall.

123. You have finally decided to order an article described in an advertisement received this week. Make sure that you give all the necessary details.

124. If you have any orders, they must be acknowledged. If the orders are clear and complete, if payment is properly provided, and if shipping directions are sufficient, you will tell of shipment; otherwise you will have to ask for instructions. If you have no orders, you will have to go out of business and seek employment as a clerk for some of your more successful rivals.

125. As secretary to Dr. Bitting, who is out of town, you have received this night letter:

CLASS OF SERVICE		CLASS OF SERVICE											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">Day Message</td><td style="width: 50%;">Day Letter</td></tr> <tr><td>Night Message</td><td>Night Letter</td></tr> <tr><td colspan="2" style="font-size: x-small;">If time of day is not specified, message will be sent during the day.</td></tr> </table>	Day Message	Day Letter	Night Message	Night Letter	If time of day is not specified, message will be sent during the day.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">Day Message</td><td style="width: 50%;">Day Letter</td></tr> <tr><td>Night Message</td><td>Night Letter</td></tr> <tr><td colspan="2" style="font-size: x-small;">If time of day is not specified, message will be sent during the day.</td></tr> </table>	Day Message	Day Letter	Night Message	Night Letter	If time of day is not specified, message will be sent during the day.	
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WESTERN UNION

TELEGRAM

NETWORKS CARLTON, PRESIDENT
GEORGE W. E. WILSON, PRES. VICE-PRESIDENT

RECEIVED AT

2234 SL VT 48 NL

OCHOMOWOC WISCONSIN JANUARY 13 1924

REVEREND WM S BITTING

3236 LALEDE AVE ST LOUIS MO

MUST HAVE YOU FOR LECTURE COURSE JANUARY TWENTY NINE TO
 REPLACE CONWELLS ACRES OF DIAMONDS IT SOLD WHOLE COURSE
 WE MUST HAVE SOMETHING GOOD TO SATISFY PEOPLE FOR OLD
 TIMES SAKE HELP US OUT START MIDNIGHT WEDNESDAY GET HOME
 SATURDAY MORNING WILL PAY TWO HUNDRED FIFTY AND EXPENSES

HERBERT WITHERS
12 45 AM

You cannot decide for him, you know he will be on the train and out of reach of a telegram after noon to-day, and the night letter is too long to repeat at day-message rates. Write the necessary telegram.

126. Some one has suggested that you might have a commercial department exhibition to show the business men of the community the sort of training pupils in this school actually receive. After you have thought about the matter and debated the various plans to a decision, there will probably be several letters to write — e. g., invitations to speakers, a request for the use of the school building at night or on Saturday, and a large number of personal invitations to various business men to attend. The special requests may be written by all the class and the best ones sent, or they may be handed over to committees for attention. Each member of the class should write at least one invitation.

127. One of the letters which you must write in your capacity as credit man for Gimbel Brothers' department store is an urgent request to a neighbor of yours to pay his store bill for month before last. You are to be polite but to insist that he pay at once. Of course, the neighbor will never know what employee of the firm wrote the letter.

128. In answering your cousin Gertrude's letter (pages 97, 98) consider the season of the year, the condition of business, and the success the last stenographers turned out by your school had in finding positions.

129. The Business Men's Association is planning to publish a pamphlet which shall set forth in as glowing colors as truth will permit the advantages of your city as a place for all kinds of business and for residence. In order to stimulate the patriotic interest of the townspeople

Pana, N. J.,
February 20, 1925.

Dear Cousin -

Aren't you surprised to get a letter from me here? That unexpected cold snap Wednesday night burst the steam pipes up at the E. J. Way Business College, and so I came home till Monday. I was getting so homesick that I was glad the old pipes burst.

Last year you said I'd better come to your town to work when I finish at E. J. Way.

I finish next week. What would be my prospects for a job? I suppose my four year high school course should be something of an asset. I can take dictation at 100 words per minute and do 65 on the typewriter. I've had a little experience with dictaphone work too.

Mother and Lucretia Bless are completely absorbed in a church bazaar to be given tomorrow afternoon and evening. Mother has a booth. They all send love to all of you and say they will write when the excitement is over.

Sincerely yours, Gertrude

the Association is offering a prize of \$10 for the best chapter upon each of the following topics: 1. Natural Advantages and Transportation. 2. Population of City and Surrounding Country. 3. Present Business Enterprises. 4. Possible New Enterprises. 5. Homes, Schools, and Churches. It is understood that all the papers submitted will be retained by the editorial committee and used freely in supplementing the accounts awarded the prizes. The competition is open to all residents in the city without any conditions.

There is no chance of success in this competition without a carefully laid plan or without revision of each sentence and paragraph to see that each point has been put in the most forceful and attractive fashion.

130. A part of your duties as correspondent for J. V. Farwell & Co. is to write to new firms which take over old stands or start new stores, sending catalogs and wishing them success. You are wise enough not to try to conceal your selfish motive in the matter; but you really do want them to succeed, for your success depends upon the prosperity of the retailers, and you try to make them feel that you are friendly and square.

You have just been informed that Cobe & McNab have bought the Fair Store at Spring Valley, Alabama. This store has been a good money maker and a valuable customer of yours.

131. Coyne Brothers, exclusively mail-order wholesalers of dry goods and notions, have offered you a substantial raise over the salary Farwell is willing to pay. Your work will be of the same general sort. You must write Coyne Brothers, accepting the offer. Shall your resignation at Farwell's be oral or written?

132. Instead of salesmen Coyne Brothers send out "visitors," who boost the firm among the merchants and at the same time prepare reports on the trade and prospects of the merchants. This information is used both by the sales department, in which you are working, and by the credit men.

Two months ago a visitor reported that Ignace Bisewski, 214 Main St., Mauch Chunk, Pa., would probably give the firm a good order in the near future, but no order has come. Looking up Bisewski's card, you find that he does a variety ("variety" is the trade word for "notion") business of fair volume, chiefly in cheap hardware and china. You recall such a store in the distinctly foreign quarter of your own city, and write as to the proprietor of that store. You want him to make a test of your values for himself, and so direct him to the blue pages at the back of the last monthly catalog, where the staples are listed.

133. You are still writing letters for Coyne Brothers. Today you have learned that Jefferson D. Gormaly has just opened a variety store in Warrensburg, Arkansas. He bought none of his original stock from you. Besides your latest catalog you will probably send him "Success in Retailing," your 200-page book of suggestions for the successful management of such a store as he is starting.

NOTE. For the competition in selling which is to follow, the class is to be divided into two (three, if the class numbers more than 40) major groups, and each of these groups is to be divided into squads of three to five each. Each squad will engage in some definite line of wholesale, as soaps, canned vegetables, fountain pens, shirts and collars, coffee,

tea, and spices, or cutlery. Each individual will represent a different wholesale firm and will consider all his half of the class—except the other members of his own squad, who are his competitors — as owners of department or general stores.

134. The first thing is to get real information from the real house you are representing. The more you know the better you will succeed.

135. When you have learned the prices you are to ask and the especial excellence of your own brand, you are ready to solicit business. Of course you can offer better quality, appearance, reputation, even greater quantity than your competitors, but you must not talk in such general terms as these nor cover all the merits of your goods in one letter. Enclose a price-sheet in lieu of the usual elaborate catalog.

136. Today's mail brought you probably fifteen letters soliciting business along from three to five lines. Since you carry all these lines in your general store and this is the time to stock up for the coming busy season, you are going to order from \$25 to \$250 worth of goods in each line. Use your best judgment upon the facts submitted to you, not neglecting your own information upon the subject under consideration.

137. Each retailer will note upon each letter which secured his business the point which carried the day. These letters will then be turned over to the most successful wholesaler in each squad, who will present to the class a written summary of the notes.

138. The manager of the summer resort which you visited last year has offered you 50 cents commission on each week's board which he collects from members of

your high school and their families. He has agreed to pay for advertising in the school paper not to exceed \$5.00. You have decided that the most effective advertisement will be a letter from you to one of your friends telling about some of your good times and emphasizing the resort. This can be printed in the news columns and will be read by many who scarcely glance at display advertising. The usefulness of this device is to be measured by the desire it arouses in others to join in your sport. Will you tell what time you are going this year? (If this letter takes well, perhaps you can devise a reply by the friend, suggesting that a party from your school go together some fortnight in the coming summer.)

139. Your teacher in Economic Geography gives strange but interesting examinations. Here is one question in the "final":

"Bring out the interdependence of all people, especially of city dwellers, upon all others by writing, as for the news columns of your favorite newspaper, a "story" which might carry one of the following headlines: Street Cars Stop. No Telephone Service. Storm Isolates City. All Cables Cut. Miners Strike! Desperate Run on Bank. Power Station Destroyed. Drivers Quit; No Milk! Prohibition Strictly Enforced. Gas Plant Bombed. Chicago Switchmen Out."

Write your answer.

140. You are already thinking about going to college — if you can make most of your expenses as you go along. You want to know now what the prospects are in that direction at the college you think would best meet your needs. To whom will you address your inquiry? Will you tell anything about your own special abilities?

PART TWO

CHAPTER III

WHAT TO SAY

1. The Aim. We set out upon a journey only when we have in mind some place we desire to go, some *end* of the journey. We take up the carpenter's tools only when we want a building of some definite size and plan in some definite place; and then we let the vision of the completed building govern each step of the construction. The more clearly we see our end, the more effectively do we work toward it. In writing business letters or holding business interviews, as in any other undertaking, the end must be held clearly in mind to guide the process of attainment. The business man must constantly ask himself, "Just what do I want? What is the best way to get it?"

2. Our Dependence. Suppose (1) that you wanted a wagon for your little brother and had all the materials, tools, and skill with which to build it; or (2) that your shoes were muddy and that you had blacking and brushes; or (3) that you had a desire for fresh vegetables and also had garden space, seeds, and tools. Could you fulfill your own wishes? Suppose, on the other hand, (4) that you were a good retail grocery salesman and knew the Griggsby Market Company needed a salesman; or (5) that you were a clothing merchant overstocked in a warm November; or (6) that the melons shipped by your

cousin in the country had arrived four days late and in very bad condition. Could you fulfill your wishes in these instances? In each of these cases you would have a well defined desire which you would take active measures to satisfy. But the methods to be used in the first three cases are quite unlike those to be used in the last three. Why is it necessary to write and talk in the latter cases but not in the former? In the latter cases is the intensity of your will or the vigor of your efforts the chief means of attaining your ends? Upon whom does the fulfillment of your wishes depend?

Discuss Sherwin Cody's suggestion that the subject we are now studying is the "art of getting men to do things." With something of the same thought in mind, Professor Scott has called one of his books *Influencing Men in Business*. Call up as many occasions for business letters or interviews as you can, and consider the applicability to them of the phrases just quoted. Which phrase is the broader?

3. Stating Our Wishes. When once it is clear that we talk and write letters to get other people to do the things we want them to do, the road to success lies straight before us, broad, well paved, and with no forbiddingly steep hills. To get them to do! *How* shall we move them to act as we wish? Ordinarily we must first make plain to them what they are to do. Imagine yourself in turn the recipient of each of these three letters. Just what is asked of you in each case? What would you probably do, then?

Hillcrest, Ohio,
July 25, 1918.

The Becker-Ryan Company,
3rd and Racine Sts.,
Toledo, Ohio.

Gentlemen:

Will you please send me two pairs of \$1 lisle hose in that new gray shade which is so popular this year; a couple of madras shirts in some pretty color, size 16, price \$2.50; and two silk handkerchiefs with borders to match one of the colors in the shirts, not over \$1.50 apiece. I enclose a check for \$10. If there is anything left, please return the balance.

Respectfully yours,
JOSEPH ZAJICEK.

523 S. Michigan St.,
Laporte, Ind.,
May 3, 1905.

Mr. Julius Schimmel,
Muncie, Ind.

Dear Sir:

Your offer of \$75 a month for my Green St. theater in South Bend is satisfactory. Meet me Wednesday, May 9, in the office of J. M. Hardinge, 253 S. Main St., to close the deal.

Yours truly,
AUGUSTUS DOW.

Elsberry, Mo.,
Feb. 29, 1908.

The Western Union Telegraph Co.,
St. Louis, Mo.

Gentlemen:

About ten o'clock on the evening of Feb. 23 I filed a prepaid message to my brother here asking him to meet me and our sick sister at the early train the next morning. The message was not delivered until 4 P. M., Feb. 24, and the delay in moving my sister has greatly aggravated her illness. Something ought to be done about it.

Yours truly,
IRVING DUFFIELD.

Is the indefiniteness and consequent ineffectiveness of these letters due chiefly to awkwardness or lack of clearness in the language, or is there a deeper cause? Let the students whose names begin with the letters from A to H revise the first letter to make it definite, I through R the second, and the rest of the class the last.

4. The Other Person. Put yourself in imagination into the places of those who receive the following requests. Is it clear in each case what you are asked to do? Will you do it? Why, or why not?

Flora, Pa.,
June 25, 1900.

Mr. John Swinnerton, Division Superintendent,
Wabash Railroad,
Pittsburg, Pa.

Dear Sir:

Our community, as you probably know, makes a specialty of flowers both in the house and in the garden. This year, because of reduction of the grades elsewhere, I suppose, you have been running trains so very long that they have to be helped up the slight grade through this town. This means not only two engines, but very slowly moving ones that spout out in their heavy work an unusual amount of smoke and cinders. The result is that our gardens are being quite smothered under a coat of soot, and that our houses are so filled with cinders and grime as to ruin the rugs and make life a burden.

Can't you order a return to something like the old number of cars per train? Or at least such a number as the two engines can handle with reasonable speed and normal effort? This we ask as a favor, although we think we have a right to demand it as mere justice.

Very truly yours,

I. D. MAND.

My dear Mr. Parks:

I am appealing to you in behalf of my little girl who is in the fourth grade of the school of which you are principal. The studies which she has keep her confined to her desk too much, and she says she does

not like school at all. The geography lesson she especially dislikes. I cannot see that geography will ever be very necessary to her, because I do not intend to let her work but shall keep her at home until she marries, and I am sure she would enjoy the cooking that the fifth grade girls are doing at the same hour. Won't you please let her drop the geography and take the cooking? Both she and I will be dreadfully disappointed if you don't.

Respectfully yours,
MRS. WEE X. PECK.

713 Eads Terrace,
September the thirtieth.

Buffalo, N. Y.,
January 6, 1900.

Mr. Ferdinand Ziegler,
1520 W. 27th St.,
Buffalo, N. Y.

Dear Mr. Ziegler:

I hope you will come out to see our splendid new spectacular play, "The Golden Pheasant," at the Lyceum.

For a long time I have had the rough draft of this play in my desk waiting for a favorable moment for production. Now I have decided to take a chance on its financial success. I shall be greatly disappointed and financially hard hit if such old patrons as you do not come out to see this offering upon which I have lavished both time and money.

If any one asks you about the piece, please tell them that you understand it is very good.

Yours truly,
R. E. QUEST.

But, you protest, no one would be so foolish as to write *such* letters; they do not sound genuine. Just so! These *are* artificial samples constructed for the occasion and exaggerated to make their weakness evident to even the novice in business thinking. Yet it is only in degree that they are unusual in their neglect of the other person's point of view.

5. Why He Should Do as We Ask. You have, let us say, received circulars describing the excellent line of suits carried by I. Apfelbaum and Company and suggesting an early purchase, while the selection is still complete. Instantly you ask yourself, "Do I need a suit just now? Can I afford it?" and then if you have answered yes to these two questions, you go on, "Shall I get better value for my money at Apfelbaum's or down the street at Haggerty's?" Even if you decide to have a look at the suits described in the circular, you keep right on asking similar questions. You will do as the circular wishes *if* you think that *you* will *gain* by so doing. And — here is the big point — other people are just like you: they will do what you suggest if they see their own advantage in it, but not otherwise. *You must show them their advantage.*

Translated into the singular to fit the individual case upon which you are any time engaged, the last sentence in the preceding paragraph reads, "You must show *him* *his* advantage."

6. Addressing the Individual. Suppose that you are a subscription agent for the best daily paper in your city. Will you present just the same arguments to a minister (or a priest), a real estate salesman, a farmer who lives five miles in the country, a well-to-do widow, and a union carpenter? Why? Make as definite an answer as you can.

A certain rather expensive automobile is said by its makers, and by many impartial judges, to last longest, to be freest from trouble, to be most economical of tires and gasoline; and the company's service to car owners is said to be the best. Which of these points would you emphasize in trying to sell this car to a man who evidently likes it but feels that he can not afford it? To one who,

you know, has plenty of money and will buy the one that pleases him best, even a more expensive car than yours? To a man who evidently intends to buy a car of about the price for which yours sells? To a stingy rich man? Would you make the same talk to a mechanical engineer and to a banker or grocer who had never owned a car?

7. Estimating the Man. "Remember the other person," says one authority. Another says, "Put yourself in his place." Both are right. Which counsel do you think will prove most helpful to you in dealing with people face to face? What ways are there by which you may make a probable guess at the way what you say will affect your hearer? What would you like to know about him before starting the interview? What can you find out for yourself as you talk to him? Come to class prepared to discuss these questions.

8. Imagining the Correspondent. In writing it pays to imagine as clearly as possible the one who is to receive the letter, and then to imagine oneself saying each sentence to him. This plan of imagining the reader and of listening to oneself talking to him will produce letters that are not only more tactful but also crisper and fresher in style. Some business men keep elaborate card indexes of their correspondents so that they may know as accurately as possible the man they are addressing. They want to know as much as they can about the volume and character of his business, about his methods of doing business, and even about his personal disposition. In practice correspondence it is best for the writer to keep in mind some person whom he knows thoroughly, and to imagine him, under the varying circumstances named in the exercises, receiving and acting upon the letters.

9. Choosing the Argument. Previous sections should have made clear (1) that the importance of the various points one might make in a business letter or interview varies with the circumstances and personality of the one addressed; and (2) that these various points are never of equal importance. These differences are so great that a single consideration may determine one man's action while a different single consideration may determine another's action upon the same proposition. Success in getting others to do things comes in largest measure to him who best perceives the few points which will influence each decision, and then concentrates his efforts upon those few points.

Try to trace this same idea in the following statements of policy by successful advertising men:

"In selling a staple like Portland cement—an article that is perhaps more standardized than any other generally advertised product before the public—it is impossible to build up strong copy on any argument about the product's being vastly superior. We must win consumers and dealers largely by service, and therefore service becomes a dominant note in our copy." *S. Roland Hall, Advertising Manager of Alpha Cement Company.*

"With all the claims for shaving soaps practically alike, the problem has been to inject both novelty of approach and real conviction and sincerity into somewhat threadbare arguments which have by reiteration, and in some instances by disillusioning experiences, lost their punch." *W. A. McDermid, Sales Manager, Gerhard Mennen Chemical Company.*

In the same article in *Advertising and Selling* (August, 1916) from which these two quotations were taken, appeared a reproduction of a Burson Fashioned Hose advertisement which begins, "Why! I wouldn't go back to seams for anything in the world," and continues upon

this one point, ignoring wearing ability, quality of material, permanence and beauty of color, and all other arguments which might be made for any standard brand of hosiery.

Each sales manager was evidently seeking the one particular in which his article was unique, the one argument that no other house could make. Make a list of five articles, or brands, for which some unique argument can be made. If you find this difficult, look through the advertising pages of any first class magazine and note the advertisements which make a single point. Incidentally note the means used to bring this one point home to the reader.

10. One Way to Vitalize the Argument. These two letters to Edward Hofzimmer cover approximately the same ground, but with what a different effect! Compare the two carefully to discover the reason for the effectiveness of one and the utter weakness of the other.

GUARANTEED CUTLERY CO.

PITTSBURGH, PA.

Jan. 15, 1919.

Mr. Edward Hofzimmer,
Oshkosh, Wisconsin.

Dear Sir:

The guarantee which we give you on all butcher knives and other cutlery should be of interest to you. It will bring more customers to your store, because they think they are getting something good if it is guaranteed. Besides, the guarantee is good for a year, which makes it better.

Hoping you will take advantage of this fact, we are

Yours truly,

GUARANTEED CUTLERY CO.

By Werner.

IW:IR

Pittsburgh, Pa.,
Jan. 15, 1919.

Mr. Edward Hofzimmer,
Oshkosh, Wisconsin.

Dear Sir:

Is your present line of cutlery perfectly satisfactory? Have you had trouble now and then with knives that wouldn't hold an edge? Perhaps you have made them good at your own expense. And those unsatisfactory ones that did not come back have cost you even more, for they have driven away trade.

Let us take the burden off your shoulders. We agree absolutely to replace any knife which the *purchaser says* isn't right. No argument, no test. We gladly take back the knife.

It will pay you to put in this line of guaranteed cutlery. In the first place, you will be able to sell more cutlery and to sell it more easily. Customers are more ready to buy when they know they can return the article if it isn't right. In the second place, our knives *are* right, for they are very carefully tempered and twice tested by inspectors. They will help to give your store a profitable reputation for "quality."

Our prices, moreover, are no higher than for any good knives. They don't need to be, for we are not asked to take back three knives a month.

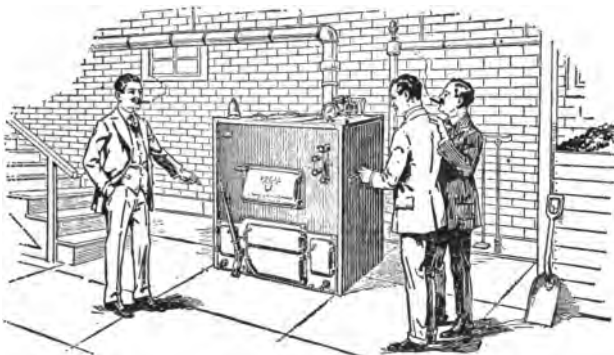
You will find in the same mail with this a catalog worth examining. Pick out a few popular styles and put them into your case with other makes. We will take them back at any time if you cannot sell them.

Very truly yours,
GUARANTEED CUTLERY Co.
By Seaman.

HS:LO

State the main point of the following advertisement as briefly as you can. Compare the effectiveness of the original and of your brief statement. Note the way in which this simple idea was expanded by the skilled writer.

The ideal in heating luxury!



"Yes, fellows, the war taught me the value of *home-thrift*. The best home investment I ever made is this wonderful, new heating machine, the IDEAL Type "A" Sectional Boiler. The coal-money I spent this year is the most satisfactory and the *least*, despite the new high price."

The new IDEAL Type "A" Heat Machine

THE scientific measuring of fuel consumption, heat development, and heat control are brought to ultimate refinement by this wonderful *de luxe* device, as proved by our catalog test-charts.

THE IDEAL Type "A" Boiler fits very shallow cellars, and guarantees a noiseless installation. It holds a generous supply of coal—for long periods in below-zero weather. Saves 30% in yearly fuel-bill—a big-paying investment.

Justifies every building owner at once changing over his present heater to reap the luxury and the economies. Send today for IDEAL Type "A" Boiler catalog and learn how to save your heating-dollars!

Showrooms in all
large cities

AMERICAN RADIATOR COMPANY

Write Department 25
816-822 S. Michigan
Avenue, Chicago



Find other examples of thus enforcing an idea by means of details, especially in real estate, candy, music, and similar advertisements.

11. Another Way to Vitalize the Argument. Both of these editorials upon preparedness were written before the entrance of the United States into the World War, even before our participation was probable. Both writers have used the same device to drive home the point. What is this device?

THE FRUIT OF THE TREE

Any day in the week, in any city, there may be a furious street altercation. Two vehicles collide; the drivers shout imprecations at each other, flourish their fists, bellow threats. But a considerable time must elapse before they can come to grips; they must dismount, walk round their vehicles, reach a common meeting ground, take off their coats. The result is, they hardly ever fight.

It was very different in the romantic West when every gentleman carried a sixshooter, in the manipulation of which he was more or less expert. Quarrels were then short and sharp. A quarrel having started, each man was anxious to shoot as quickly as possible, lest the other shoot first.

The more one reads of the events between June 28, 1914, when the Austrian archduke was assassinated, and Germany's ultimatum to Russia, which virtually set the great war in motion, the more evident it becomes that Europe's preparedness for war virtually precluded diplomacy. Armed to the teeth and with a finger on the trigger, neither Germany nor Russia dared wait, lest the other shoot first. Russia must begin mobilizing lest Germany's swifter movements take her unready. As soon as Russia began mobilizing, Germany must strike or lose all the advantage of a better organization.

The Belgian minister at Berlin reported: "As no reply had been received from St. Petersburg by noon, Jagow, foreign secretary, and Zimmerman hurried to the Kaiser to persuade His Majesty to wait until the following day. Their efforts were broken against the obstinacy of the minister of war and the army chiefs, who represented

to the Kaiser the disastrous consequences of a delay of twenty-four hours."

With a high state of preparedness, every hour counts; there is no time for diplomacy; each side must strive to shoot first. In this way as well as by fostering suspicion and truculence, elaborate preparations for war bring war.

A BULLDOG, NOT A PUG

We are more likely to be permitted to tread the path of peace that we fain would follow, if it be well known and thoroughly understood that to attack us is dangerous. If the impression is created that we are no better able to defend ourselves and our rights than China—an impression which, there is reason to fear, already prevails—we are apt to be shown scant respect; and it was eminently desirable that something should be said or done to offset the recent utterances of the National Security League, which, however well intended and however sincere they might have been, were certainly most inopportune. This is no time to tell the American people and the world in general, as the National Security League has been telling them, that the United States navy is practically worthless.

It is nothing of the kind. Mr. Daniels could not make out such a good case for the navy if he did not have truth on his side. * * *

It is very well these facts should be set forth at this time. The householder who has a fairly large and thoroughly capable bulldog gains nothing by assuring possible trespassers that the bulldog is really nothing but a pug and, besides, has no teeth.

Fuller knowledge of what actually did happen in Europe during the first days of August, 1914, shows that the writer of the first editorial was mistaken as to the cause of this war. Perhaps you can set forth the real cause of the war as clearly by means of a similar comparison—for example to a gunman bent upon mischief, to a bully on the playground, or to the wolf and the lamb of the old fable.

12. Conquering Doubt. To build up a vivid picture by means of telling details or to enforce the argument by

means of illustration is in most cases sufficient, but occasionally both fail to carry conviction. Most of us have naturally become suspicious of patent medicines and skeptical concerning their claims. Have you noticed how their advertisers meet this situation? If you have not, you will get some notion by observing a few of the very common magazine advertisements for Mellin's Food. Correspondence schools and publishers of books on the development of the memory and will-power resort to the same methods. Can you show that these methods are in principle much like the publication of performance records by automobile manufacturers and the show-window demonstrations of vacuum cleaners or the public preparation and free distribution of delicious little cakes made with self-raising flour?

13. Driving the Argument Home. Although the examples of reinforcing a statement by mere expansion, by illustration, and by actual proof have been taken chiefly from the field of salesmanship, the principles apply in all fields. Our success in convincing people or persuading them to do as we wish depends upon making them *realize* the importance and the truth of our arguments. Young writers and speakers are most likely to fail through insufficient expansion or proof of their points, and need to be constantly on the watch, not so much for new points as for means of proving and driving home the important ones which they already see. (*See Practice on page 118.*)

14. Explanation. In the foregoing sections we have been assuming that all business talk and writing is argumentative, intended to move some one to act. This assumption, while it is probably theoretically true, is not a practical view to take of some business situations.

A factory superintendent reporting to his directors explains that a voluntary raise of wages by the company has been followed by an increased efficiency of labor which has resulted in the largest net profit the concern has ever made.

A group of business men in a small town in Kansas have invested in an oil company operating in Oklahoma. The funds have all been spent, but the promoter insists that if they will back him a little farther he can put the property upon a very profitable producing basis. They have chosen one man to go to the oil field to investigate. Upon his return he tries to explain the situation exactly as he found it. Under her husband's life insurance policy a certain widow has an option between a cash payment and an annuity. The lawyer must explain to her.

In these cases, where the aim is only to make some one understand, what to say becomes a different problem. The explainer must ask himself, 'Just what is it that I am trying to make clear? What are the essential points? Does he already know some of these, so that I need not explain them? Is any essential point especially difficult to see? What would help most to make this point clear — a drawing, a table of statistics, a specific instance, or a comparison to something familiar?'

15. Illustrations. How will the man who has been investigating the oil field present his impression to his partners at home? By a map probably, to show the position of their property with reference to producing wells and the railroad. Possibly he will say that there are good wells all about their place but not within half a mile. The situation reminds him of a doughnut, the wells lying in a circle about a barren spot — the hole of the

doughnut. The nearness of a successful well is very little indication of the prospects of a new one — for instance, he saw a failure within fifty yards of the best gusher in the district. In explaining the annuity to the widow unused to business the lawyer “supposes” that the payments would fall due upon the first of April and November each year. He tells her just what she would get this year and that she would get the same amount each year as long as she lives — for instance, on the first of April, 1950, she would, if still alive, receive the usual \$125.

A traveler in describing the Oriental plane tree to one who has never seen it will say that it is much like our maples. It has about the same shape as our soft maples, and leaves similar to those of the sugar maple but much larger. The bark, however, peels off, much like that of the sycamore, leaving the trunk and branches a peculiar grayish brown.

The boy of mechanical turn explains the principle of the aeroplane somewhat as follows: Aeroplanes first became of practical value during the World War. These big kites by means of their motor-driven propellers, which take the place of the string held by the boy, not only mount to any height desired but easily move forward at a speed of from sixty to one hundred miles per hour.

Thus in making clear a difficult matter one may make use of graphic illustration (maps and diagrams), of instances and examples, or of comparisons to something familiar.

Practice. Can you take these condensed statements and so expand them as to increase their effectiveness? Do not add any arguments; merely enlarge upon those already stated.

1. It pays to buy advertised brands, because they must be dependable.
2. Any office employing two or more stenographers will save money by installing an Ideal Pencil Sharpener.
3. Semi-indirect lighting is good because it produces no glare.
4. Semi-indirect lighting is desirable because it is cheaper than indirect.
5. "Multicopy" carbons more than make up for their higher price by their longer life.
6. "Multicopy" carbons are desirable because copies made with them never fade.
7. Every typist should use the touch system because of the increased speed it makes possible.
8. Typewriting speed is all-important, because it limits the output of the best stenographer.

16. The Effect of Shouting. Discuss the effectiveness of this letter from the United Charities. Is it sufficiently expanded? Too much? Does it get hold of you at first reading? Would it move you to contribute if you had the money to spare? What would be the effect of a series of such appeals whenever the organization needed funds?

UNITED CHARITIES

B. A. Goodfellow,
Superintendent.

1720 Reaper Block
BALTIMORE, MD.

January 13, 1919.

Mr. Anton Cermak,
253 Circle Drive,
Baltimore, Md.

Dear Mr. Jones:

If you could realize even dimly the heartbreaking scenes we witness—sometimes without funds to relieve the distress—no doubt you would insist upon contributing to our work even at the cost of considerable self-denial.

Today, for instance, we found a family of seven all huddled in one poorly lighted, unventilated room, without food, and in this zero weather without fire or sufficient clothing. On a pile of rags in one corner, with no cover but his working clothes, the father lay groaning with inflammatory rheumatism. The mother was walking about the room carrying the eighteen-months-old baby, trying in vain to quiet its hunger cry. The four-year-old boy clung to her dress begging for some bread: "Just one piece, mama. You said last night you would give me some for breakfast." The other children sat limply about the wall, too miserable to notice what was going on about them. This trouble was not due to idleness or gambling or liquor. The man had merely overtaxed his mediocre physique shoveling coal fourteen hours a day. When he broke down, they were soon out of money.

Dozens of such cases are reported which, because of lack of workers and of the means to relieve the distress they would find, we cannot even investigate. We need \$10,000 this month to increase our staff and to buy supplies. Won't you help?

Urgently yours,

B. A. GOODFELLOW.

BAG:HS

17. Exaggeration. Read over these actual advertisements which appeared under "Business Chances" in the classified section of a great city newspaper. If you had money to invest and had no preference as to the kind of business, which of them would you investigate first? Why? Do any of them make you distrust the men who wrote them? Why?

BUSINESS CHANCES**BIGGEST BARGAIN EVER OFFERED**

On account of retiring from business sacrifice my well paying delicatessen, light grocery; northwest side; thickly settled American neighborhood; good fixtures; clean stock; reasonable rent for modern, up to date store with 5 room flat; good place for lady or man and wife; no delivery; only store in block; between two theaters; can easily do \$25 to \$40 daily. If you are looking for a sure moneymaker call and see this place 10 to 5 only. 2111 Roscoe-st.; take Belmont car to Hoyne-av.; walk 3 blocks north to store.

GROCERY, DELICATESSEN, MARKET; doing \$55 daily; fine future; 60 flats across street; no competition for blocks; sell reasonable to right party; no agents; store, flat, \$35. Graceland 8939.

LUNCHROOM; BUSY LOCATION; cheap rent; long lease; seats 19 at counter, 32 at tables; good income; present owner 8 years; price \$1,400; easy terms; investigate. P. H. REED & CO. 127 N. Dearborn-st., r. 614.

GROCERY; WELL STOCKED; RENT only \$12, with 2 rooms and bath; price \$500; an ideal place for young couple to get ahead; no dealers. 5807 S. Paulina-st.

NOTICE—\$650 OR BEST OFFER, worth \$1,000, takes good paying delicatessen store; fine stock and fixtures; splendid location; no agents. Call quick, 112 W. Division-st.

FOR SALE—GROCERY AND MARKET; fine horse and wagon; butcher boy ice box; 2 marble slab counters; electric coffee mill and meat chopper; 2 Dayton computing scales and a good size grocery stock for \$650; this place is worth double the amount. 217 E. 22d-st.

DELICATESSEN AND BAKERY—FOR SALE—Doing a progressive business in high class new subdivision on South Side; excellent fixtures and bakers' oven; an interview will give full particulars; other business takes my time; no agents. Address H 308, Tribune.

MY CONFECTIONERY, TOBACCO, cigar and candy store cheap, next door to show house, park and transfer corner; I sold 500 gals. of cream last month; first time offered for sale; it is a little gold mine. 4336 N. Western-av.

BUSINESS CHANCES

\$135—TERMS; LIGHT GROCERIES, delicatessen, candies; good fixtures; well stocked; living rooms; good location, or can remove; worth double; special bargain for prompt cash buyer. 1818 Roscoe-st.

MEAT MARKET FOR SALE—\$1,000; splendid opportunity for hustler; one desiring to continue a rapidly growing business in prosperous northwest side where success is assured; 10x12 ice box, refrigerator, counter, electric meat and bone grinder, cash register, scales and tools, everything complete; good reason for selling. Call after 4 p. m. 3236 Lawrence-av., nr. Kedzie.

FOR SALE—BARGAIN—TEA, COFFEE and butter store, 5516 S. Halsted, known as Boulevard Butter store; can be bought as a whole or separate; \$550 National cash register, illuminating; Hobart coffee mill, 6 hole icebox, safe shelving, counter and stock. MRS. CLARA G. BLICKHAK, owner.

MEAT MARKET MEN—WILL RENT part of grocery store for meat market, including first class fixtures, delivery service, etc. 61st-st. and "L" road. Established 20 years as a grocery and market. Former owner retired. Very cheap rental. G. H. GOTTSCHALK & CO., 111 W. Washington-st. Ph. Fank. 2801.

CANDY, CIGAR, NOTIONS STORE—a snap—on corner, not far from entrance to Lincoln Park; doing a good summer business, a big holiday trade; rent living rooms and store only \$18 per month. Owner has other business and will sell at a decided bargain. 425 Wisconsin-st.

AUTOMOBILE BUSINESS OPPORTUNITY—Best opening on automobile row to get into a live, moneymaking business; have best location; valuable lease and unlimited possibilities, with little money; company is incorporated, free from debt; unlimited credit; other larger interests necessitate closing this out immediately; \$3,500 cash handles; chance for live party to get into livest going business on the street; quick action necessary. Address N S 337, Tribune

CAPITAL—AN INVESTMENT OF UN-usual quality is offered in growing mfg. co.; \$100 to \$1,000 invested now, cash or payments, will earn over 50 per cent a year; your money absolutely safe; investigate; you'll want this; may make you rich; appts. only; no positions. Address H 129, Tribune.

BUSINESS CHANCES

AUTOMOBILE SHOWROOM AND service station; best location on the South Side; good trade and a reputation; agencies for 3 popular cars. Will guarantee big returns for good man. Lease a big snap. Address X B 330, Tribune.

A MAN OF ENERGY, UNQUESTION-able character, and some capital is offered this exclusive distribution of a high class automobile accessory manufactured by a steel corporation of high standing. Address D T 19, Tribune.

CAPITAL WANTED—

A company manufacturing plumbing brass specialties only, now doing business exclusively with the best jobbers under the most favorable circumstances with unlimited possibilities, desires the services of an energetic young man who has \$5,000 to invest. Experience preferred, but not necessary. This is strictly a straight business proposition, not speculative, but earnings above average, on account of special nature of the business and an ability to produce in a fully equipped shop. Large contracts now pending and expansion is only restricted by lack of working capital and office help. Company in A 1 condition; will bear close investigation and best of references asked and given. Inquiries held strictly confidential. Address N H 219, Tribune.

BUSINESS CHANCES

CAPITAL—WANTED—150% YEARLY can be made on your investment without effort on your part; hundreds of men are making more than this now. Let me show you how to invest \$325 where it should average you \$500 yearly; all funds handled by a bank, which acts as trustee. Address X E 454, Tribune.

CAPITAL—KEEP YOUR MONEY MOV-ing—Quick turnover—big profits; \$100 to \$1,000 wanted to finance houses, two flats, and apartments; demand for all kinds beyond ability of builders to fill; often sell from blue prints; my patent constructed houses better suited, most complete every built; you can make money out of this; no competition; simply furnish money for these buildings, put in what you can; we'll furnish balance to finance house or larger; you make the profits, 15 to 25%, and your money back in few months; repeat often as you like. Act quickly. State when you can call. Address X E 174, Tribune.

CAPITAL—WANTED—A MAN WITH \$500 TO \$1,000 CAPITAL TO INVEST IN RAPIDLY GROWING MANUFACTURING CONCERN WHICH DEALS ONLY WITH GROCERS AND WHOLESALE DEALERS, WITH OR WITHOUT SERVICES. ADDRESS N L 552, TRIBUNE.

Look at the advertisements in your daily paper — perhaps your teacher will want you all to bring copies of the same paper to class — and note whether the flaring, glaring advertisements belong to the most reliable stores. Find out if you can which stores do the largest business and which ones are rated highest by the banks and commercial agencies. Find, if you can, offers which you think can not be genuine. If a store is really selling *some* goods at cost or below, does that prove it a good place for you to trade? How do you *know*?

A long time ago I bought a typewriter on installments, each payment being a little larger than rent on the same machine would have been. After a time I decided that I

did not like the machine and returned it, forfeiting my payments. This was in accordance with my agreement with the salesman. The manager, however, insisted that I had bought the machine and that I must go on with the deal. He even added a little profanity and finally declared he would sue me in less than a week. Yet a week, a month, a year passed, ten years have passed, and no suit has ever been begun. Give all the reasons you can see why I finally bought a machine of another firm even though I had to pay a higher price.

18. Summary. If men were just thinking machines and acted entirely according to their own best interests, this chapter might end here. It might then be summarized somewhat like this: In business we are always trying to get other people to do as we wish. We can succeed only when we know and state clearly what we wish them to do and when we are able to show the individual whom we are addressing that he will serve his own interests by following our suggestion. Evidently we must consider the other person's circumstances and wishes. Equally important, but more often forgotten, is the moderation of statement which gives others confidence in our honesty and good judgment.

19. People's Feelings. But men are not just thinking machines! Some one has said that we first make up our minds according to our feelings and then think up good reasons for doing as we desire. Though this statement is probably too sweeping, there is an undoubted element of truth in it. To gain the active good will of one's fellows is quite as important as to convince them of the quality of your goods or the righteousness of your claim. This will appear more clearly as you study the illustrations in the remainder of this chapter.

20. Scolding. George Kenney had got a long fluffy feather and stuck it into the eraser end of his pencil. With this he was stealthily tickling the back of the neck of Dorothy Grunau, the girl who sat just ahead of him. At length Dorothy's wriggling attracted the teacher's attention. Miss Cutting looked very severely at George, who, she guessed, must be at the bottom of the disturbance. When George thought Miss Cutting's attention was turned elsewhere he again applied his tickler, more vigorously and persistently than before, only to be caught in the act.

"George Kenney," said Miss Cutting, "do you think that's a gentlemanly thing to do? Gentlemen do not take advantage, especially of ladies. And you needn't think Dorothy will like you any better for tormenting her when she can't either defend herself or escape. Some candy or even a valentine would be a more modern means of expressing your——regard. This isn't the stone age."

Of course the girls giggled and the boys gave George a horse laugh. How did George feel toward Miss Cutting, school, and his work for the next hour? Suppose he did admire Dorothy. Suppose he did not.

The next hour George's class went to Miss Strong's room. George did not find it easy to attend to the lesson. Before long his feather was working again. Without seeming to notice anything unusual Miss Strong called upon George just as he was reaching forward. He hunted confusedly for the place and finally mumbled that he could not get that part. Miss Strong merely said, "Put away your plaything, George, and we'll come back to you later."

What effect did this have upon George that day? The next?

The following letter was received, just as it stands except for names, by a high-class professional magazine under the management of reliable and influential persons. What do you suppose they thought of the writer? Did she hurt their feelings, as she evidently wished to do? May the incident do her any harm? .

421 North Second St.,
Rockford, Illinois,
Nov. 24, 1916.

The Teachers Magazine,
St. Louis, Mo.

Gentlemen:

Please find enclosed a bill for two dollars which is the only recognition I have been able to obtain from you that I had subscribed for the *Teachers' Magazine*. I paid two dollars for this but I have never received a copy, nor would you answer my inquiries on the subject. You owe me two dollars and if you possess any honesty at all please send it at once. You are the only publishing house that has ever swindled me.

You are able to reach me with requests for money but never to deliver what I paid for.

Very respectfully,
ISABELLE M. SOUR.

21. Optimism. The baseball team of the Higbee High school had not been playing so well as Higbee teams usually do and the pupils were not attending the games to cheer them. At a meeting of the Athletic Association cabinet the captain of the team declared that they could not be expected to win without any support, and the manager said there would be a deficit unless the attendance for the remaining games was better than it had been. So it

was decided that the members of the cabinet should go to the various division rooms and make speeches urging the pupils to support the team.

This is Capt. Harcourt Veazey's speech in Room 201:

Fellow Higbeeites: We're all proud of the Higbee High School. We have reason to be. It has the best building, the best teachers, the most wide-awake pupils in the whole city. And we are all loyal to it, too—when we think. This spring when the baseball team did so badly in the first game, too many of us decided that the team wasn't any good, that it did not stand a chance of winning, and was not worth supporting. But the team has a schedule to go through in which it represents Higbee. It can do better if it has the support of the students at the games. It is made up of good players who only need to learn to play together in order to win. We'll do that if we hear the old Higbee chant from the bleachers. Now we feel alone, forsaken. And the other teams are beginning to twit us and tell us that our school is yellow because it won't support a loser. Four hundred out next Friday—that's only half the school—would enable us to put up a respectable fight, perhaps to win over Ingleside. You remember how we love Ingleside. Let's walk home a couple of days or cut out the dessert in our lunches and show Ingleside that we're still the best school in Cleveburg.

Here is what Bennie Holler said in Room 115:

Some of you are kicking about the baseball team, but none of you are doing your part to support it. The team had some hard luck the first game or two and then you all began to find fault and to say it wasn't worth while to go to see such a team. Is that the right kind of school spirit? You can't expect a team to win without any support. When we get out on the field and nobody comes to yell for us, we can't help feeling that we don't belong to much of a school, anyway, and that any kind of playing is good enough for it. If you want the team to play ball, save a little of the money you waste on desserts and candy and movies and come out to the game against Ingleside on Friday.

What did the pupils of these rooms talk about as they passed to classes immediately after the speeches? Assuming a membership of 45 in each room and that all *could* get the time and money to go, how many from each room did attend the game Friday? Why the difference?

22. The Velvet Glove on the Iron Hand. Kenneth G. Wilhite had for ten years been the salaried manager of Hirsheimer's general dry goods store in Texarcana, handling everything but the buying. When the death of an uncle left him sufficient funds, he purchased a controlling interest in the firm, now to be known as Wilhite & Co. He immediately made some of the changes he had persistently but vainly urged upon Hirsheimer. He ordered rugs from the Quaker City Carpet Company and lace-curtains from the Zion City Lace Mills. In his eagerness and in the rush of a clearing sale by which he was moving some old stock, he forgot to include references, and of course he was not yet listed in the commercial directories.

Two days later he received the following night letter (telegram):

Zion City, Ill.,
October 25, 1910.

Wilhite & Co.,
Texarcana, Ark.

We value highly your good order of October 23, especially because it is your first from us. We hope it is the beginning of a mutually profitable acquaintance.

Unfortunately we cannot ship immediately because you give no references and we cannot find you in Bradstreet or Dunn. We deeply regret any inconvenience to you but you understand the necessity for full information in opening a credit account.

If you will wire us references we may be able to ship within three days. Or wire us at our expense to ship C. O. D.

ZION CITY LACE MILLS.

As soon as he received this message, Mr. Wilhite promptly wired references to both Zion City Lace Mills and Quaker City Carpet Co. Two days later, however, he was surprised by the following letter, which had been mailed before the delivery of his telegram:

Philadelphia, June 22nd, 1915.

Messrs. Wilhite & Co.,

Texarcana, Ark.

Gentlemen:

We have received your order for rugs, but will not be able to ship the goods until we have received references. If you will send us references or tell us in what directory you are listed, we shall be glad to ship the goods after we have found you reliable.

Hoping to hear from you by return mail, we are

Yours truly,

QUAKER CITY CARPET CO.

HR:JN

Wilhite, who was naturally hot-tempered, wired the Quaker City Carpet Company to cancel his order. How did the Zion City Lace Mills take the sting out of the request? Note what they have avoided in the wording, what they have added in the thought, and the pains they have taken to avoid any delay which might trouble Wilhite.

23. Some Delicate Situations. In what way is there danger of giving offense in answering an indefinite order from an ignorant customer? In collecting an overdue account? In declining to grant credit? In explaining to a customer who complains that the machine which you sold him does not work properly that the trouble lies in his handling of the machine? How could you guard against offense in each of these situations?

24. Tact. Secure an interview with some business man — your butcher, grocer, baker, dry goods merchant, or some wholesaler that you happen to know — upon “Tact in Business.” (You will not be showing much tact if you begin by saying that you want to interview him and then state the topic in formal fashion. Rather begin to ask him about his experiences.) Find out whether he thinks people’s feelings enter into their choice of a place to trade. Get him, if you can, to tell of specific instances in which he has gained or lost trade through people’s feeling toward him. Perhaps you can get your mother or a friend to tell you of changing her trading place because of some incivility upon the part of merchant or clerk. Use as much of the class hour as you may need, to talk over what the merchants and customers say to you.

25. The Foundation of Tact. How, then, can tact be developed? Detailed rules are hard to give, but fortunately the principal thing is just to *wish* to be tactful; most of us need only to be *careful*. This, to be effective, must not be a mere veneer of politeness, but a genuine heart-kindliness towards others. Just as manufacturers are discovering that the way to make the most money is not to force their workmen to accept the lowest possible wages but to give the workmen as much as possible, so the general business man is finding out that he prospers most when those with whom he does business are also prospering. It seems strange to us that a truth so self-evident should have not become a business maxim long ago. No permanent trade of importance can be built up unless it profits both parties. The friendly attitude, then, is the one which even enlightened selfishness should take, not to mention its naturalness and the brightness it

brings into one's own life. How would an unsmiling, close-fisted politician who did favors only grudgingly and when he was shown that he would get larger ones in return, fare at the polls? Behind the bank counter, in the adjustment department of a large business, in the real estate office, in the retail grocery these same feelings and manners produce much the same effect that they would in politics. It is the cheerful, frank, generous, sincerely kind man who in the end takes the most orders, gets the most votes, buys at the lowest figures, and is best served by other tradesmen. Think over successful men that you know, and see whether this is not the rule.

26. Dangerous Topics. To discover after you have made some slighting allusion to another religious faith that the person you are addressing holds that particular faith is somewhat distressing? Perhaps you have had the experience. Likewise to joke about second marriages has gotten many of us into deep embarrassment. In talking with a business acquaintance would these be safe subjects of conversation? Can you think of other topics which in themselves are proper enough subjects of conversation but which it would be wiser to avoid except with intimate acquaintances? Make as long a list as you can. Take five minutes of class time to compare lists with your friends.

27. Summary. What seems to you the most important principle set forth in this chapter? Prepare to make a two-minute talk upon it.

Make an outline for a lecture upon "What to Say." You are not to be confined to the material presented in this book. So far as you can use this material, gather it under not more than three main heads, using subheads if you wish.

CHAPTER IV

HOW TO SAY IT

28. The Basis of Clearness. The greatest aid to effective expression is clear and vigorous thinking. He who is full to overflowing of his subject is almost sure to strike out a sentence or a phrase that will make the matter clear to his hearer or reader. The best counsel, then, as to form is this: Put your chief effort upon thought. If you give as much time to planning as to writing, and if you keep constantly in mind the man whom you are addressing, you will be both clear and vigorous.

29. The Mistake of Imitation. By the way, do not take the letters in this book, or any other compositions, as models for your own style. Any attempt to imitate another usually ends in aping certain mannerisms without the vital force that made the model good. Questions at the beginning of a letter are sometimes good, but to adopt the question as *the* manner of opening your letters would be a sad mistake. To develop an effective style of your own, you must do two things. First you must cultivate your own mind and will, make yourself a person worth while. It is your own knowledge and character which must impress other men. Read, observe, think, work hard at your job, and you will have something to say and the foundation of an effective style. Secondly, you must practice writing and speaking under guidance until you can put your thought and feeling into words

accurately and easily. A style so formed will take hold of those to whom it is addressed because it will be strong, personal, businesslike. This chapter can but give some general hints about expression, and display some red lanterns to warn you against pitfalls in the road you must follow.

30. Orderliness. Compare the two advertisements about the Parker Lucky Curve. Which is easier to read? Which leaves the clearer and stronger impression upon you? Which would be more likely to induce you to buy a Parker pen? What is the difference in the form of the advertisements — you will see that the ideas are exactly the same in both — that makes the one more effective than the other? Would it be possible to paragraph the first? Do the paragraphs in the second correspond to real thought divisions?

A

If you want a fountain pen which will not "sweat" and soil your hands with ink, buy a Parker Lucky Curve. The feed tube is not straight, but curved so that the inner end of it just touches the inside of the barrel of the pen, a construction specially designed to prevent sweating. Because of capillary attraction the ink runs out of this tube and down the inside of the barrel. In the straight feed-tube of the ordinary fountain pen a few drops of ink remain after it has been used and when the pen is put into the pocket the heat of the body expanding the air in the barrel of the pen forces the ink which was left in the feed tube out of the pen, and it collects on the barrel, to be an annoyance to the user. When the air in a Parker pen is expanded by the heat of the body, there is no ink in the feed tube to be pushed out, and the pen cannot sweat.

B

If you want a fountain pen which will not "sweat" and soil your hands with ink, buy a Parker Lucky Curve.

In the straight feed tube of the ordinary fountain pen a few drops

of ink remain after it has been used and when the pen is put into the pocket the heat of the body expanding the air in the barrel of the fountain pen forces the ink which was left in the feed tube out of the pen and it collects on the barrel, to be an annoyance to the user.

The Parker fountain pen is specially constructed to avoid this difficulty. The feed tube is not straight, but curved so that the inner end of it just touches the inside of the barrel. Because of capillary attraction the ink runs out of this tube and down the inside of the barrel. When, therefore, the air is expanded by the heat of the body, there is no ink in the feed tube to be pushed out, and the pen cannot sweat.

Compare these two articles in the same way.

A

When a salesman is casting about for some means of attracting trade, his first resource is usually to cut prices, but this is a very short-sighted policy. In the first place, no permanent or large tradé can be built up for any article unless that article possesses some advantage over its competitors. Temporary, small trade may sometimes be secured by the suavity of the salesman, or even by "treating," but no patronage worth while is, in our day, to be secured thus. Steady trade must be based upon the merits of the article sold. Let us look at some of the other and better ways of getting trade. What advantages, then, may one article have over another? It may be better in quality; it may have a better reputation and therefore sell more readily; the service offered in connection with it by the manufacturers may be better; or the price may be lower.

The importance of these advantages is at least roughly indicated by the order in which they are stated in the last paragraph. To the merchant, reputation, gained frequently by lavish advertising, is very important, because it makes a ready sale for the article. Quality is by all means most important, and the salesman ought to give considerable study to discovering the superior qualities of his article. Finally, a lower price is, of course, a telling argument, but to cut prices is frequently to admit that you have no other argument and that your competitor's goods are probably better than yours. The quality of service is particularly important in such things as automobiles and

sewing machines, because parts may need to be replaced even in the best made machines. Price cutting directly reduces profits, and should be the salesman's last resort.

B

When a salesman is casting about for some means of attracting trade, his first resource is usually to cut prices, but this is a very short-sighted policy. Let us, then, look at some of the other inducements which he may offer.

In the first place, no permanent or large trade can be built up for any article unless that article possesses some advantage over its competitors. Temporary, small trade may sometimes be secured by the suavity of the salesman, or even by "treating," but no patronage worth while is, in our day, to be secured thus. Steady trade must be based upon the merits of the article sold. What advantages, then, may one article have over another? It may be better in quality; it may have a better reputation and therefore sell more readily; the service offered in connection with it by the manufacturers may be better; or the price may be lower.

The importance of these advantages is at least roughly indicated by the order in which they are stated in the last paragraph. Quality is by all means most important, and the salesman ought to give considerable study to discovering the superior qualities of his article. To the merchant, reputation, gained frequently by lavish advertising, is almost as important, because it makes a ready sale for the article. It may be mentioned, by the way, that reputation through advertising is usually founded upon genuine merit in quality. The quality of service is particularly important in such things as automobiles and sewing machines, because parts may need to be replaced even in the best made machines. Finally, a lower price is, of course, a telling argument, but to cut prices is frequently to admit that you have no other argument and that your competitor's goods are probably better than yours. For this reason, as well as because price cutting directly reduces profits, it should be the salesman's last resort.

Tell as clearly as you can how in a composition of your own you would secure effectiveness through orderliness.

31. Outlines. Examine these two outlines of the

Parker advertisement to determine which would be the better model for you to follow.

a. Parker Pen

1. Buy a Parker
2. Why other pens sweat
3. The special construction of the Parker

b. Parker Pen

1. To avoid inky fingers, buy a Parker.
2. Other pens are so constructed that they must sweat.
3. The Parker is so made that it cannot sweat.

Which kind of outline is easier to make? Which would be of more use in writing the composition? Discuss the matter with your teacher and decide which kind you will use.

When you come to make your outlines for letters or talks, what to say will at once appear the primary problem and arrangement a secondary one. With your teacher and classmates work out on the blackboard an outline of an explanation to a fourth-grade child of the organization and studies of the high school. If necessary, refer to Chapter III — What to Say.

Now work out for yourself outlines on the following topics:

1. The advantages of the typewriter
2. Fibre silk
3. Men should go coatless in summer
4. An attractive house (or apartment)
5. The good which moving pictures do
6. Buy municipal bonds (of your own city)
7. How reading may help me in business
8. Plimpton Park, ——'s Coney Island
9. The profitable use of time out of school
10. A frolic I enjoyed

11. There should be no home work over holidays
12. How an employee should answer the telephone

32. Paragraphs. This careful planning of the points to be covered has the additional advantage of making paragraphing easy. Letters are divided into paragraphs in order that the reader may know when he starts a new point. If you think out your points before you begin to write, you have but to make a paragraph of each point. No other satisfactory method of determining the paragraph division has ever been discovered.

The question remains, How large must a point be to be worthy of a paragraph? In other words, how much shall you subdivide your letters? In this matter the usual practice in business differs very sharply from that in literature. Perhaps most business men prefer that their correspondents shall make as many paragraphs as they can find excuse for — i. e., subdivide as far as possible. They take this attitude because many small masses of print do not look so forbidding as a few large masses. They think the letter of short paragraphs easier to read, and surer to be read even by an uninterested recipient. This must not, however, be taken to mean that every sentence should be a paragraph. Rarely should a sentence stand alone. Occasionally one sentence will dispose of a point, and once in a very long while a sentence should stand alone for emphasis.

Examine the paragraphing of the letters in Chapter VII and of any other good business letters obtainable. Compare these paragraphs with those you have written in your letters this year. Would the points in your outlines of the subjects on page 135 need to be subdivided, or are they suitable paragraph topics?

33. One Means of Coherence. Careful planning such as §§ 31, 32 recommend is the only certain way to avoid the mistake of skipping from one topic to another and back to the first one. Until you have become a very expert writer, you will be wise to make a little written outline of the points you wish to make. Then you will not overlook anything that you intend to say. You will complete each topic before you begin the next one, and will not confuse your reader by retracing your mental steps. Moreover, you can easily make any rearrangement which will render the thought of the whole clearer or stronger. Finally, each topic will grow into and join naturally to the next one and the readers or hearers will never have that irritating feeling of being lost.

If two pieces of clean plate glass are laid together with nothing between their surfaces, they cling together, or cohere, so strongly that it is almost impossible to separate them. This illustrates what can, and frequently does, happen to the parts of a composition; they, too, stick together, or cohere, when the thought of one part meets squarely that of the one next to it. In other words, ideas which fit into each other ought to come together; if anything comes between them, or if they are reversed in order, they will not match and will fall apart.

34. Another Means of Coherence. Study the thought arrangement of §§ 32, 33. What expressions in them help to make the course of the thought easy to follow?

Now read both forms of this article on "Stages of Learning":

A

In gaining skill and speed in any activity such as using the typewriter there are four rather clearly marked stages. There is the slow

and painful feeling one's way through the process, either in imitation of a model or in obedience to directions. This is interesting, though difficult. There follows a considerable period of practice in which the improvement is rapid. A stage appears in which little or no progress seems to be made. Too often the learner thinks he has reached the limit of his ability and makes no earnest attempt to progress further. For those who persevere there is a stage in which progress is almost as rapid as in the second stage. The persistent ones become our experts and champions.

B

In gaining speed and skill in any activity such as using the typewriter there are four rather clearly marked stages. First, there is the slow and almost painful feeling of one's way through the process, either in imitation of a model or in obedience to instructions. This is interesting, though difficult. Then there follows, secondly, a considerable period of practice in which the improvement is rapid. After a time a third stage appears, in which little or no progress seems to be made. Too often the learner thinks that he has reached the limit of his ability and makes no earnest effort to progress further. For those who persevere, however, there is eventually a fourth stage in which progress is almost as rapid as in the second. These persistent ones become our experts and champions.

No doubt you have found one of these versions much easier to read than the other one. Can you find out why? Underline the expressions which you find especially helpful. Then look at the following two articles to see which is the better and why.

C

English spelling is not so difficult a matter as we sometimes persuade ourselves that it is. We often merely sit down before the difficulties and whine instead of studying how to overcome them. Let us consider for a few minutes how English spelling may be mastered.

The great majority of English words are spelled phonetically — that is, just as they sound — e. g., hit, run, went, bite, comprehend, sensibility. To spell these words, all that we need is to hear them clearly

and to know the sounds represented by the several letters. Careful pronunciation is one of the greatest helps in spelling. There is a large group of words which contain very familiar phonograms, or groups of letters — e. g., *through*, *laugh*, *light*, *attention*, *dimension*. Many difficulties will be easily removed by the mastery of half a dozen simple spelling rules, those for dropping or retaining final silent *e*, for doubling the final consonant, and for *ei* and *ie* being most useful.

The real trouble-makers will be most easily mastered by the ordinary high-school student if he jots them down in his notebook and underlines the parts which give him trouble. Merely reading a list of words over and over and over will do very little good. Studying the list once, trying to locate the difficulty in each word and to find some reasonable way of remembering the correct spelling, will usually be all that is needed.

D

English spelling is not so difficult a matter as we sometimes persuade ourselves that it is. Too often we merely sit down before the difficulties and whine instead of studying how to overcome them. Now let us consider for a few minutes how English spelling may be mastered.

In the first place, the great majority of English words are phonetic — that is, spelled as they sound — e. g., *hit*, *run*, *bite*, *went*, *comprehend*, *sensibility*. All that we need in order to spell these words correctly is to hear them clearly and to know the sounds represented by the several letters. Careful pronunciation is thus one of the greatest aids to accuracy in spelling. There is a second large group of words, which contain familiar groups of letters — e. g., *through*, *laugh*, *light*, *attention*, *dimension*. And half of the remaining difficulties may be removed by the mastery of half a dozen spelling rules, those for the dropping or retaining of final silent *e*, for doubling the final consonant before certain suffixes, and for *ei* and *ie* being most useful.

When we have learned to spell most words by sound, have learned to spell many others by noting their familiar combinations of letters, and have learned to apply the fundamental rules of spelling, we finally come to the real trouble-makers. These will be most easily mastered by the ordinary high-school student if he jots them down in his notebook and underlines the parts which bother him. Merely reading a list of words over and over will do very little good. On

the other hand, studying the list once by trying to locate the difficulty in each word and to find some reasonable way of remembering the correct spelling, will usually be all that is needed.

That which makes the pieces of plate glass (See § 33.) stick so readily and firmly together is the fact that they fit so perfectly. Window glass is not usually so true, and therefore two pieces of it will not always behave in this way; but if one wets the surfaces, thus making the contact perfect, he will find them almost as hard to separate as are the pieces of plate glass. In writing, likewise, the paragraphs and sentences cohere of themselves only when they fit perfectly. Whenever there are little gaps or cracks between sentences or paragraphs, we fill these with connectives and so make the contact perfect.

Connectives are also frequently compared to guide posts placed along a road to indicate the direction the traveler is to take.

Such words as *moreover*, *likewise*, *further*, *too*, *besides*, and *also* indicate that what follows is in general like that which has preceded and is to be added to it; while *yet*, *however*, *but*, *on the other hand*, and similar expressions indicate that what follows is in general opposed to what has preceded and is to be weighed against it. *Consequently*, *therefore*, and sometimes even *so* introduce the result of a cause already stated. The numbering of coördinate points is a common and effective means of helping the reader. Then there is the echo, a word or expression referring back to and calling up the substance of the preceding sentence or paragraph. For illustrations of this see the second paragraph of § 32. Closely related to the echo is the series of sentences in parallel form, frequently beginning with the same word.

In the following articles fit such connectives into the blanks as will improve the clearness and smoothness of the whole.

A writer in the *American Magazine* tells how Frank A. Vanderlip, President of the National City Bank, met a discouraging situation:

————— he was elected a vice-president and assigned a desk on the officers' platform. His position, —————, was a new one especially created for him and there were no specific duties attached to it. ——— he sat at the desk the whole of the first day and not a scrap of paper came to him. Again the second day he sat idle. For a whole week no work was assigned him. ————— he was acutely conscious that he was drawing a large salary. What could he do to earn ~~that~~ salary? ————— he had been Assistant Secretary of the Treasury at Washington and probably knew more about U. S. Government bonds than any other man in the country. ——— he decided that the National City Bank should be the center of the country's dealings in U. S. bonds. It would buy and sell them for other banks and be headquarters for all information concerning them. ——— his proposal did not meet with favor. ————— this bank had never solicited business and was proud of the fact. ————— Vanderlip persisted and got permission to try it. ——— his ability and experience as a writer came to his aid in the preparation of the National City Bank Circular, which he started to boom his bond business. ————— his bank has the largest bond department ever seen in America, the Circular is famous, and Vanderlip himself draws almost any salary he is pleased to name.

31 N. State St.,
Chicago, Ill.,
Sept. 6, 1915.

Mr. C. R. Wilsey,
6737 Stony Island Ave.,
Chicago, Ill.

Dear Sir:

The balance of \$85 due me under the court judgment of June 5 must be paid immediately. ————— you kept that money without

any legal or moral right. ————you put me off by saying that perhaps you would pay it. ————you refused even to talk about the matter and referred us to your attorney. ————followed a delay while the attorney tried to persuade you to pay. ————when suit was instituted you or your lawyer always needed a continuance. ————your lawyer's patience was exhausted and judgment was rendered by default.

——— you had the effrontery to ask to be allowed to pay in monthly instalments because times were hard in your business. ——— I listened to your plea. Since then you have made one payment, a month late. ——— the second payment is six weeks overdue. ——— you have taken advantage in every way you could. At no time have you shown any disposition to meet your legal and moral obligations. I have ——— decided that unless you pay up this week I shall order a levy upon your property.

Yours truly,
W. H. COCKING.

35. More and Less Important. In arranging the material of a letter or talk, you must consider, besides the clearness already insisted upon, the matter of emphasis. The parts of your material are not all equally important. Some of them, perhaps only one, may be vital and the others relatively unimportant. Very frequently a man decides in view of one important consideration and wholly neglects minor points. You must emphasize the points according to their importance. (Cf. §§ 6-9.)

36. Proportion. Read this letter, and note which point in it is most prominent in your mind when you have finished. How did the writer make that point stand out? Why do you think he chose to emphasize that point rather than another? Was he right?

Chicago, Illinois,
July 10, 1916.

Mr. Henry Schumaker,
Barry, Iowa.

Dear Mr. Schumaker:

For some time you have been considering the purchase of one of our Ideal Reapers. Doubtless, as harvest is close at hand, you will make a decision within the next few days and we wish to call to your mind again a very few of the chief reasons why you should buy our Ideal rather than another make.

In the first place, it is the best machine on the market. It is made under the best patents, and of the best materials, so that it operates most easily and most steadily and wears longest.

Again, when some part finally does wear out, we have the most efficient system of supplying extra parts. We guarantee that parts for the present model can be obtained within 24 hours any time during the next ten years.

Finally, we guarantee this machine. So confident are we that it will do your work better than any other that we offer to send it to you for thirty days' trial, your money back if you are not satisfied. More than that: we offer to forfeit \$50 if any part of the machine breaks under reasonable usage the first year. Of course we cannot guarantee it against rocks and wire and broken bridges; but you may drive it through heavy wheat, through tangled wheat, over any ditches that three horses can pull it across, and if you are delayed fifteen minutes by a break, the \$50 is yours. Our protection lies in your honor—and in the quality of the Ideal.

Aren't there other good machines? Certainly; two or three almost as good. But they cost about the same and are *not guaranteed*. If you buy our machine you get the best on the market *and insurance* against expensive delays.

There is no more reason for hesitation about buying an Ideal than about changing a five-dollar bill for a five-dollar goldpiece. May we not have your order this week? We will use all possible speed in delivery, but if you want your machine for this year's work, we shall have to have the order this week.

Yours truly,
GUMMERE, BUCKRAM & Co.
By J. R. KINGSLEY.

37. Energetic Sentences. In the last letter the chief point was given most space. Is it so in the application which follows? How is emphasis secured?

1537 Flourney St.,
Troy, N. Y.,
Jan. 25, 1921.

X 147, Tribune:

Let me be the stenographer for whom you have advertised. Here are the reasons:

1. My education and experience qualify me to do your work well. My four-year high school course included two years of stenography, besides business English and other commercial branches. Since graduation I have spent a year with the Dalhousie Coal Company, averaging about twenty letters a day.

2. My teachers and employer say I have ability. In school I led my classes in stenography, English, and commercial geography. Miss Josephine Uhrig, Head of the Commercial Department in the West Side High School, will tell you anything you want to know about my school work. Mr. St. John of the Dalhousie Coal Co. has said some very complimentary things to me and suggested that I use him as a reference.

3. I always do my best. Let me show you.

Respectfully yours,
JOHNSON FRAMPTON.

38. The Important Places. Study this letter as you have the last two.

520 S. Clark St.,
Chicago, Ill.,
June 18, 1912.

Mr. J. E. Vertrees,
The People's Store,
Valley City, Mo.

Dear Sir:

Do you want to double your profits on dolls and at the same time secure a leader which will attract trade to your store?

Our character dolls, which you can sell for 25c and 50c, will do just those things for you. Read the testimony of other merchants on the inclosed circular, and look at the pictures.

These cuts, however, give but a faint impression of the life-likeness and attractiveness of these toys. Parents, as well as the children, are delighted with the frowns and the smiles and the looks of surprise which our artists have depicted upon these miniature countenances. Simple, durable, yet picturesque, costumes add to their effectiveness.

A few of these on display in your window and a good collection of them on a counter in the middle of the store will bring first the children and then the mothers into your store, where they will buy dolls and other things too.

Get them in now before someone else in your community gets them. We sell to but one merchant in a town.

Yours truly,
THE SNEEDEN DOLL STUDIO.

39. Climax. Read both versions of this little circular enclosed by a department store in its outgoing mail at the beginning of the vacation season. One version is the original, written by the head of the luggage department; the other the advertising manager's revision. Which is which? Why is the advertising manager's more likely to get orders? Show that the third paragraph of the original letter actually detracts from the effectiveness of the whole.

If you need a new trunk this summer, you cannot do better than to buy one of our Jones & Smith specials. Specially made for us by the leading trunk makers of the United States, they are the best because:

1. They are trim and neat in appearance. The splendid brass trimmings of the more expensive grades might even be called rich. Our brand upon them, moreover, is cause for satisfaction, even pride, to the owner, just as is the label of a first-class custom tailor in clothing.

2. They are built for convenience. Years of experimentation with all sorts of designs and retention of features which proved satisfactory to the users have developed models more compact and satisfactory

than your furniture at home. Some people in crowded apartments are using them as permanent wardrobes. No space is wasted yet everything is easily accessible, and the clothing is not mussed if it remains packed for months.

3. They surpass all others in durability. Their shape and materials used enable them to defy the "baggage-smashers." No matter how much you travel, we will replace without argument any trunk which within two years is wrecked or broken in any way.

If you need a new trunk this summer you cannot do better than to buy one of our Jones & Smith specials. Specially made for us by the leading trunk makers of the United States, they are the best because:

1. They are built for convenience. Years of experimentation with all sorts of designs and the retention of features which proved satisfactory to the users have developed models more compact and useful than your furniture at home. Some people in crowded apartments are using them as permanent wardrobes. No space is wasted, yet everything is easily accessible, and the clothing is not mussed if it remains packed for months.

2. They surpass all others in durability. Their shape and the materials used enable them to defy "baggage smashers." No matter how much you travel, we will replace without any argument any trunk which within two years is wrecked or broken in any way.

3. They are trim and neat in appearance. The splendid brass trimmings of the expensive grades might be called even rich. Our brand upon them, moreover, is cause for satisfaction, even pride, to the owner, just as is the label of a first-class custom tailor in clothing.

40. Summary. Now try to sum up in a paragraph the means by which you can emphasize the important points in your writing or talking. A rapid review of §§ 35-39 may be helpful. In your statement try to emphasize these means in proportion to their effectiveness.

41. Threadbare Phrases. Compare these two methods of answering a letter, especially the beginnings. Do you find expressions in either which have been used until

they are threadbare? Are the expressions especially useful in this letter?

In rewriting the poorer letter combine the first sentence with the second, the third with the fourth, and omit the last. Compare your version with the original as to smoothness and force. Which makes the better impression? Advanced students may profitably shorten the other letter also.

Keokuk, Iowa,
Feb. 20, 1920.

Mr. Simeon Glauber,
Oconomowoc, Wis.

Dear Sir:

Your letter of the 13th inst. is at hand and contents duly noted. We would say in reply that we sincerely regret that the goods reached you in a damaged condition. In order that we may fix responsibility for the damage we need to know whether the packing was faulty and how the damage seemed to have occurred. Will you not make us a detailed report as soon as possible?

Awaiting your reply, we are

KEOKUK CARPET CO.,
By HEIMBAUGH.

CH:RM

1365 Champlain Ave.,
Yonkers, N. Y.,
March 2, 1895.

Mr. F. R. DeYoung,
Harvester Building,
Yonkers, N. Y.

Dear Sir:

Miss May Cejka, about whose qualifications as a stenographer you inquire, has been my secretary for the last three years. In every way she has been most satisfactory. She is always prompt, and willing to stay on rush days. She is well prepared, both in English and in

stenography, and has the natural ability to make the most of her equipment.

She is leaving me only because I am leaving the city, and I am very anxious for her to secure a place where there will be opportunity for her further growth.

Yours truly,

EARLE NEWHOUSE.

42. Directness. Rewrite the following letter, changing as many as possible of the passive verbs to active (§ 79A) and omitting all expletives. Read both versions aloud and note the great difference in directness and force.

10157 Sixth Ave.,
New York City,
January 25, 1917.

Messrs. Hornblower & Weeks,
53 Broadway,
New York City.

Gentlemen:

Having seen your advertisement for a stenographer in this morning's *Sun*, I wish to be considered an applicant for the position.

There is no better training in stenography than that offered by the Washington High School, where my education was obtained. It is not likely that there is any more particular or more helpful employer than John F. Shastid, by whom I was employed until recently, when he was called away to become City Engineer in Los Angeles. Thus it can be seen that I have been well trained.

A copy of a letter given to me by Mr. Shastid is enclosed. It was not written at my request but because he thought it might be needed for use before he could be communicated with. I was assured that any inquiries from prospective employers would be answered promptly.

A trial will be appreciated and my very best service given to any by whom I am employed.

Respectfully yours,

GENEVA DOLAN.

43. Summary. Sum up in a paragraph your observations upon the means of securing conciseness. From §§ 41, 42, you should have gained three points, and you may be able to add others. With this summary before you, revise such of your own letters as your teacher suggests.

44. Mechanical Faults. The faults to which the remainder of the chapter is devoted all lie within the sentence, and, though not really violations of the laws of grammar, are all purely mechanical. They are not for that reason negligible.

45. Overcrowded Sentences. Some ideas cannot well be put together in a single sentence because they are not related closely enough. Grammatically they could be put together by the use of *and* or *but*, but such a combination would be perplexing to the reader, because he expects each sentence to have but one idea. This idea may have subordinate parts, to be sure, expressed by modifiers or even by the members of a compound sentence.

Reform these sentences, dividing them or making any other desirable changes:

1. We have received many letters of appreciation and we should like to have you renew your contract for another three months.

2. I am his stenographer and please send him a charge account. His income is \$200 a month and for personal character refer to Mr. A. Johnson, 6829 Woodlawn Ave., Chicago.

3. Gladstone did not want to better himself at the expense of the people nor did he believe in any one else's doing it although he gained many enemies by carrying out his ideas.

4. Finding that the peaceable exercise of his creed was almost impossible in England, Franklin's father migrated to Boston, where he married his second wife, the first one having died.

5. Grape fruit is grown chiefly in tropical regions and in clusters slightly resembling bunches of huge grapes.

6. Elinor went, and when one of the professors told her the amount of the tuition and the price of the books, she went home crying, and on the way she sat down, and her Uncle Sinton came and asked her the trouble and she told him.

7. We shall have a teacher for chaperone, and if you wish further reference, you may write to Mr. Wilson, the principal.

8. This club has been organized for walking out in the country and we will not damage your property in the slightest degree.

9. I am sorry that I could not see you this morning, but if it is convenient for you I can call at your office at 2:30 Friday and then I can explain more fully.

46. Choppiness. On the other hand, untrained writers and speakers and foreigners who have only partially mastered our tongue sometimes produce jerky, disjointed compositions through the use of too many short, simple sentences. The same fault sometimes results from cautions against running two sentences together or putting unrelated ideas into the same sentence. One may be fairly sure that a clause properly belongs to a sentence if he can find a connective which expresses a real relation between the dependent clause (§ 71) and that part of the sentence which it modifies.

The following narrative may serve at the same time as an illustration of the weakness and awkwardness resulting from failure to make use of compound and complex sentences, and as material for practice in making smooth effective sentences out of related ideas. This composition was given me by a college-trained man in answer to my request that he write a real narrative of his own youthful experience, using only simple sentences. When he gave it to me he remarked that, with this limitation upon the sentence form, he could not find any way to express some of the ideas he had in mind. In revising

this somewhat artificial composition you are to make any changes in phrasing which you find desirable and even alter the order of the ideas as far as you please.

A GREEN SALESMAN

I was eighteen. School would soon be out. I wanted work for the summer. The general sales agent for Overbrush and Overbrush came along. They make and sell stereoscopes and views. He offered me territory in and around Teopone. I was to sell stereoscopes and views. For this I was to receive a commission of fifty per cent.

School was out. Soon I started for Teopone. It was 125 miles from my home. I reached there. I found a hotel. I began to canvass for orders. No one would buy. Another agent had been there recently. Several people told me so. He too was from Overbrush and Overbrush. He had sold some views. No one wanted any more now. I was discouraged. I wanted to go somewhere else. I telegraphed Overbrush and Overbrush. I waited for a reply. I waited two days. I could not afford to pay board. I was not earning anything. I did not even try to take orders. I should not be there to deliver them. I was not a very good salesman. I might have practiced. I did not think of that. Finally I got an answer. They would assign me new territory. I would have to wait a few days. I went home. I had lost twenty dollars.

I had been at home a week. A letter came from Overbrush and Overbrush. I was to go to Eel County. It was fresh territory. So was Teopone. Probably I would do better this time. I must work harder. I must not be easily turned away. Stereoscopes were most entertaining and instructive. I must insist upon these points. I must urge people to buy. Other boys sold large orders. I consulted my father. I decided to go to Eel County. It was 225 miles away.

I reached Carpvile in the morning. I found a room in a private house. I had lunch. I began to canvass in town. I took two orders. I had some supper and went to bed. I canvassed in the country. I walked from house to house along the dusty roads. It was terribly hot. I carried my samples in a grip. Sometimes I was caught in showers. It was hard work. Most people refused to buy. They could not see the value of the views. I could not show them. I did not

realize it myself. The views seemed to me just interesting playthings. They are really educative. I did not realize that. I sold one stereoscope to a barefooted farmer. I was almost ashamed of myself. I thought he was poor. Really I did him a favor. He had money enough. He liked to go barefooted. He did not know how to spend his money wisely. Some days I took no orders. A few days I took six orders. Each order was for a stereoscope and some views. I went back later to deliver. I had hundreds of views. Each customer selected some. Some took one dozen. Some took five dozen. Here was my great difficulty. I should have sold each customer at least three dozen. I did not urge large orders. I did not know how. I finished delivering my orders. I had too many views left. The company would not take them back. I had to sell them. I could not go to see many new families. Board cost money. School would begin soon. I must sell quickly. I cut prices. People wanted bigger discounts. I gave them. I sold most of my views. I did not get much for them. Then I bought a ticket for home. I had to pay Overbrush and Overbrush. They would not give me any discount from the regular agents' price. I did not have money enough to pay them. I had spent my profits for board. My father had to give me some money. He had given me some before. Altogether he gave me fifty dollars that summer. All that was lost. I had worked hard all summer.

I failed. The fault was chiefly mine. I was timid. I did not know how to sell things. People refused to listen. I went away at once. People contradicted me. I gave up. I made one argument. I did not back it up enthusiastically. I did not make any others. I was not aggressive. People said they could not afford to buy. I believed it at once. Frequently it was not true at all. They said my things were not much good. I did not dispute the point. I should have. I did not use a bicycle. I walked slowly from house to house. The successful boys rode wheels. I paid as much board as they did. They visited more families. I was more tired. Weariness spoiled my talks. I sold few views. I had failed to practice in Teopone. I did not see the opportunities. I was green.

47. Stringy Sentences. The short, choppy sentences discussed in § 46 must not only be combined but be com-

bined properly. Especially in oral narration untrained speakers are prone to substitute *and* and *so* for all other connectives, and even to insert them where no connectives are needed. This practice has two serious disadvantages. First, by it all the ideas are wrongly reduced to the same level of importance. Second, the constant repetition of *and* and *so*, and the monotony of sentence form are decidedly annoying to the listener, even to the listener who does not realize why the story isn't as interesting as it should be.

Improve the following story by introducing different connectives and applying the principle of § 45:

I was a high school boy and needed spending money so I went down to Wolff's and asked for a job as extra salesman on Saturdays and the manager said he was afraid I was too young but I said I could do the work and that I would make good the first day and that he need not pay me if I did not so he said I seemed to be a likely boy and I could stay so he sent me to the basement shoe section to work and the head salesman there said I was too young but I said the manager had settled that and now I wanted to go to work so the head salesman called a floorman and he gave me a number and a salesbook and called a salesman and he told me how to make out the checks. Nobody told me anything about the shoes I was to sell so I asked questions and pulled out boxes and looked into them and pretty soon I began to know where some kinds of shoes were so I rushed up to the first customer I saw and asked her what she wanted and she said a brown cloth-top shoe and I asked her lace or button and she said lace so I started to look for it and after a while I went back and she was gone so I had missed my first sale so felt rather blue and I wondered whether I could make good this first day so I just wandered around and looked at the stock and did not speak to the next customer and another clerk went up to her and she said she wanted some shoes she saw on the counter and he got them for her so he made a three-dollar sale in one minute and he did not need to know the stock or anything and then I was sorry I had not spoken to her and I thought I would speak to the next one

and I did and she wanted some shoes for the little girl with her and she wanted them just like those she had on and I went to look for them and after a while I found them and then I went back to ask her what size and she said I ought to know enough to measure the girl's foot so I did and I thought the measure showed $13\frac{1}{2}$ and I got that and it was at least two sizes too big so I got a pair of $11\frac{1}{2}$ and they fit pretty well so the woman took them and gave me the money and I got the inspector to help me fill out the check and I took the woman the change so I had made my first sale and I was sure I could make more. The rest of the day was just like that so I will not bore you with the details and I worked there all the time I was in high school and I learned more all the time and finally I was the best salesman they had in that department so they offered me a steady place and the head shoe salesman quit so I am now head salesman and now you know how I got my place.

48. Wrong Subordination. Every complex sentence contains a principal idea and a modifying or secondary one. We must be sure that the independent clause (§§ 71, 72) expresses the principal idea rather than the subordinate one. Failure to heed this principle makes the sentence awkward and weak.

Rearrange these sentences, putting the principal ideas in the principal clauses:

1. She was about to go home when she remembered that Mr. Hilton had said that all the letters must get out that night.
2. I had just been put in charge of that branch store when I resolved to make a reputation by running the biggest sale ever seen in that city.
3. I was locking the vault for the night when someone suddenly seized my arms and some one else stuffed a handkerchief in my mouth.
4. We had just ordered the trim for your building when the mill workers' strike tied everything up. Finally we got the trim and were just about to put it on when the carpenters struck for a raise. After that was settled, we put a double force at work in your building to get it ready for the renting season. Now the job is almost finished when we find that the copy of the specifications which you sent us was

wrong. We have followed the specifications sent us and you will have to accept the building as it is.

5. He started to work when along came a boy eating an apple, and Tom told him it was a lot of fun to whitewash fences.

6. The firm was enjoying tremendous prosperity when the shop foreman died and they couldn't find anyone who could handle the men.

49. Misplaced Modifiers. Sometimes our sentences convey the wrong meaning, sometimes they are merely ridiculous, and quite frequently they are very awkward because some modifier is separated from the word it modifies. Since in English the word order is almost the only indication to what words modifiers belong, modifier and word modified should be as close together as possible.

Improve the following:

1. I only ask for your own good.
2. That is a dreadful set of marks.
3. She gave the old clothes which were useless to her poor cousin who makes rag rugs.
4. Isn't he said only to live on peanuts?
5. Harrison had tried to do this several times, so that he knew what the difficulties were going to be at once.
6. I do not feel that I should be called upon again.
7. We had a wireless system between our houses which worked perfectly two years ago when we lived on ranches.

50. An Abuse of *Which*. The use of *which* to refer to any idea expressed by a clause or phrase is always awkward, and the best authorities call it even ungrammatical. Never use *which* (as a relative pronoun) unless you can show a definite noun antecedent for it.

Remove abuses of *which* in the following:

1. As luck would have it, he chose the wrong girl which later caused him much sorrow.

2. I got here first which certainly surprised my brother.

3. The boy said you had given it to him which I knew was not true and I had him arrested.

4. By this time the people had begun to believe that the price of wheat would rise which certainly proved to be true.

5. The leaves are roasted and scorched which produces the different colors and flavors.

6. He lost his place because he told some of the office secrets, which is one of the worst things an employee can do.

7. While I had this big stock of woolen goods, the price dropped 20% which was most unfortunate for me.

8. Finally I persuaded old Oelrichs to employ me as office boy which was all I wanted.

9. I decided that I would save 10% of my income which was very difficult under the circumstances.

10. When Peter had been there a year the president's private secretary died suddenly which gave Peter the chance he needed.

51. Lack of Parallelism. One of the most confusing errors is the expression of similar thoughts or thoughts which bear the same relation to the sentence as a whole, in different forms. *The salesman said that Wohlback had been using them for five years and they were used by others too.* The salesman said two things, each of which should be introduced by the same conjunction and expressed in a similar form. *The salesman said that Wohlback had been using them for five years and that others had used them also.* Again, *I am in a little difficulty over a bill which I have paid but I have no receipt* would be clearer and easier to read if it were phrased thus: *I am in a little difficulty over a bill which I have paid but for which I have no receipt.*

Here are some others similarly out of joint. Improve them:

1. I learned that the Underwood Typewriter Company would find you a position but you had to pass an examination.

2. There was great excitement among the salesmen, for there was a large prize and also did not the new manager have his eye upon them?

3. Life insurance is a good investment because it makes your family safe and on account of its absolute reliability.

4. At those bedrock prices and since we guarantee the goods you cannot afford to let the opportunity go by.

5. My old employer says that I do things accurately, in a very short time, and he does not have to tell me how twice.

6. We have used your tools for years and no one could ask for better or more durable ones.

7. I think that a very fair settlement and it is much better than most men would offer you.

8. At that time his trade appeared heavy and to be growing heavier.

9. Please send me the price for 1000 copies of a one page, single-space, imitation typewritten letter in blue; the price for filling in and addressing the same letters, and I would like to know how long it would take you to do the work.

10. We have won a host of friends because we have saved them money and by our consistent fair dealing.

52. Other Shifted Constructions. This lack of parallel form for parallel thoughts is but one of the forms of incoherence due to our forgetting the beginning of the sentence before we reach the end. Perhaps the difficulty is that we do not see the end when we start. At any rate, there is a change in the plan of the sentence which leaves the reader puzzled. Straighten out the following shifted constructions:

1. But if you see a man who is short and fat wear tight clothes and a cap and padding in the shoulders he would look ridiculous.

2. The leaves are gathered in April, and these leaves furnish hyson which is very expensive and it is never sent to America because it loses its flavor if transported by water.

3. I received all but the desk which I wanted for a special occasion and purchased another one.

4. For one who is large dull colors make them look smaller.
5. He finds his old friend had died and she spoke of him on her deathbed.
6. As school children our purses are none too long.
7. One thing he always strove for was truthfulness and expected that in return.
8. These robes, which he designed himself, were extremely elaborate and paid high prices for the making of them.
9. Many jokes were played on the people with the phonograph as well as recording pieces by the greatest singers.
10. To this day, as recent secretaries have asserted, that the department still feels the impression of his genius.
11. Franklin was again sent to England for two reasons: 1. a petition for a new governor; 2. that the colonies should not be taxed without being represented.
12. After a few months' work in Philadelphia the attention of the governor was attracted to Franklin through a well written letter from Benjamin to his brother-in-law.
13. He was very versatile in his writings. When a boy his brother encouraged him to write ballads.
14. Coming down the street last night a brilliant new poster caught my eye. Being interested in advertising and since I saw that this was good work, I stopped to study it.
15. Some letter writers use more big words and involved sentences than others do which makes it more difficult to understand them when reading.
16. Basketball signals are given either by the forwards or the guards. They are either numbers or consist of such motions as the right hand to the head.
17. The way he did was he got a peck measure that did not hold a peck.

53. Ambiguous Pronouns. Sometimes our meaning is almost impossible to discover because we use the same pronoun with different antecedents. Very frequently the difficulty arises from the use of an indirect instead of a direct quotation. Here are some illustrations of this

error. Reform them by introducing nouns where they are needed or by rewording the sentences entirely.

1. One man told the other that he could work the machine without him.

2. Yesterday Nixon met Dixon on the street and he told him he would not pay that bill unless he would give him the discount he had asked for.

3. The last applicant said that he had worked for Sisson and that if I had any doubts about his ability or his honesty I could ask him.

4. It is such a small amount that it would not be worth while to complain about it but that it happens to be the third time it has occurred.

5. His partner told him he would have to sell at once for he could not do business with him any longer.

6. It will pay you to keep it a little longer if you can do it.

7. A great deal of business passes between Sorensen & Saegesser and Meyers & Hanrahan. Yesterday they sold them 25 M. four-inch poplar and they gave them a check for \$350. Imagine their surprise when they were told their account was already overdrawn.

54. The Importance of the Voice. The management of the voice is important, too. No matter how cordial the meeting, no matter how good the argument, no matter how tactful the phrasing, all may be lost through bad enunciation, a nasal whine, a guttural grunt, or a raucous bellow. You must be understood at all hazards, for otherwise you might as well not speak. In addition, you should try for a full, clear, agreeable tone. We all more or less consciously judge a man and the cause he represents by his personal qualities, among which his voice is very prominent.

55. The Chief Need. To give specific advice for the cultivation of the voice would be dangerous unless there were a whole book in which to explain and give exercises

for carrying out the advice. Fortunately it is not necessary, for most people have no vocal faults except those due to carelessness. Probably you need only two very general counsels.

56. Enunciation. First, be distinct. Unless you chance to be the one in a thousand who has some deformity of the mouth, you can speak plainly if you will give just a little heed to your utterance every hour of every day. If *ing* is missing or slurred in many of your words, watch that one thing for a month. It and many other faults will be largely cured before the month is out. Then watch for *tuh*, *yuh* or *yeh*, *winduh*, instead of the correct *two*, *you*, and *window*. Teachers and friends may help you by calling your attention to faults that you have not noticed, but any real improvement depends upon your own constant watchfulness.

57. Pitch. Second, speak in a low key. Foreigners in this country think our greatest vocal fault is shrillness. In our nervous haste and in our eagerness to be heard above the clamor of others, we raise our voices up and up. The resulting tones are strident and harsh, and usually lack the carrying power the same voices would have in lower keys. These thin, worried tones create a bad impression. They seem to show that we are not sure of ourselves but wildly exerting all our strength to avoid failure. The deeper tones suggest repose, confidence, and power in reserve. They put our hearers — and us, too — at ease. So spoken, our words get the whole attention of the listener and have their full effect upon him. For making oneself heard, for one's own comfort and ease, for inspiring the confidence of others, the essentials are a *natural pitch* and *just enough power* to make hearing easy.

CHAPTER V

PRACTICAL GRAMMAR

58. What Grammar Is. We all desire to make as good an appearance as we can. For this reason, we give heed not only to the ordinary customs of society which we call good manners but even to such minor matters as whether to eat ice cream with a fork or with a spoon, and which spoon to use for soup or coffee or dessert. For the same reason we try to follow the styles in dress closely enough to avoid uncomfortable conspicuousness. And we should never dream of meeting either business or social engagements with dirty linen, unkempt hair, or dirty shoes, for to do so would be to insure failure.

Likewise, those forms of language which are used by leaders of linguistic fashions and which are adopted by the majority of the cultivated people of our day are the forms which we must use. Carelessness in this has just the same result as has an awkward entrance at a party or a dirty face or unpressed clothes at a business interview. Such lapses distract attention from what we are saying and at the same time present us in a very unfavorable light.

Grammar is merely the formal statement of the etiquette of the language, the fashion book of the clothes of thought. This chapter deals only with the street or business dress of thought and with only those points upon which mistakes are common.

59. Subject and Verb: *Is* or *Are*? Supply “is” or “are” in these sentences:

- a. Only one of the machines——ready today.
- b. There——three recommendations with my application.

Now the **subject and the predicate verb must agree in number**, just as coat and trousers, for business wear, must agree in color and material. The only way to be sure that they do is to find the subject, determine its number, and use a verb in the same number.

The subject is the thing about which the predicate makes an assertion (statement). We frequently say that it is the thing we are talking about. In the first sentence given, clearly the speaker did not assert *is ready* of *machines* but of *one*. *One*, then, is the subject, is singular, and calls for *is*. In the second sentence the speaker was not talking about *there*, which is not the name of anything that could be talked about, but about *recommendations*. Since *recommendations* is a plural subject, the verb must be *are*.

In the following sentences the forms of ***be*** to be filled in the blanks **with the words in italics** (where there are any) **make up the predicate verbs, the asserting parts** of the sentences. In each one name the subject, tell whether it is singular or plural, and then read the sentence with the correct verb inserted.

- 1. One of the most important things about basketball——the signals.
- 2. Each of the girls——eager to be the first to leave.
- 3. Either the boy or the girl——wrong.
- 4. All of the girls——anxious to get places.
- 5. There——three recommendations with my application.

6. The chances for a printer who knew only English——slight.
7. There——a swarm of bees in the old tree.
8. There——many reindeer in Alaska.
9. When——you *informed* of the fire?
10. There——one herd of 500 which belongs to a native.
11. ——any of the old employees *promoted* to this new position?
12. To sum up, there——three things necessary to permanent success: honesty, brains, and energy. Of these the last——the most important.
13. I should like to know whether there——any restrictions upon the use of hollow tile in building.
14. There——seven of us sick at the same time.
15. The three Anderson Brothers——the attraction for to-day.
16. The attraction for to-day——the three Anderson Brothers.
17. ——all of those one-dollar pens *sold* yesterday?

60. The *s* form of the verb. Insert *come* or *comes* in the following blanks:

- a. All things——to him who waits. b. Though nobody but me ever——here, I——whenever I can.
- c. You find my desk littered up every time you ——in.
- d. There ——times in every man's life when he is discouraged.

A little observation will show that in the present tense all verbs have a form which ends in *s* and one which does not—e. g., *comes*, *come*, *do*, *does*. **This *s* form is used with all singular subjects except *I* and *you*¹; the form without *s* is used with *I*, *you*, and all plural subjects.**

¹ *You* is really a grammatical plural used only by courtesy when we are addressing one person; its real singular is the practically obsolete *thou*. Remembering this we may state the rule thus: **The *s* form is used with all singular subjects except *I*; the other form with *I* and all plural subjects.** The fact that *I* is the sole exception here prepares us for the anomalous form *am* with *I* and for the *I was* in which the rule has overridden the exception.

The *s* form of *have* is *has*, since *haves* would be hard to pronounce. For the same reason we say *does* rather than *dos* and *itches* rather than *pitchs*.

In **a** the subject *things*, since it is plural, requires the form without *s*; supply *come*. In **b**, since *nobody* is singular, the verb must end in *s*, *comes*. In the next blank we insert *come*, because *I* is the subject. In **c** *you*, and in **d** *times*, which are plural, require *come*.

In each of the following sentences pick out the subject and tell its number. Then read the sentence inserting the proper form of the verb in parenthesis.

1. (come) Here——the boys with the water.
2. (stand) On one hand——your conscience, and on the other——your laziness and greed.
3. (do) Every one in this office——to-day's work to-day.
4. (fix) The manager, with the department heads,——our salaries.
5. (give) This bank——its depositors 4% interest but our competitors——only 3%.
6. (do) Those who always——their best are never long unemployed.
7. (try) None of our employees——harder than Winfield does.
8. (try) Probably no one of the others——as hard.
9. (work) John——for us but his brothers, Charles and Sam,——for our rivals across the street.
10. (hire) The manager——the salesmen, I——the office help, and the foremen——the shopmen. Altogether we——about ten new people each day.

In the next seven sentences the forms of *have* which are to be supplied are parts of verbs in the present perfect tense. The same rule, however, applies to them also.

11. Neither of us——even seen a picture of the other.
12. There——never been a better offer made to the public.

13. Every one of the secondhand machines——been sold.
14. There——been too much coffee thrown upon the market at once.
15. In all our experience there——been no worse panic.
16. How many of the machines——been returned?
17. How many of them——Rezek repaired?
18. (do) In what way——the failures of others help you?
19. (continue) In spite of my rebukes there——to be too many mistakes in the shipping tags.
20. (be) Athletics——the best outlet for the surplus energy of youth.

61. Compound Subject. Fill the blanks with forms of the verbs in parenthesis:

a. (regret) Both the thief and the man who received the stolen goods——the crime.

b. (Come) Neither Jackson nor his clerk ever——in here.

Sometimes the subject consists of two or more separate subjects connected by *and* or *or*. Then we say the subject is compound. **If both parts of a compound subject are singular and connected by "or," the verb should be singular; in any other case, it should be plural.**

1. (be) Jerry and I——going to work and go to school, both. Each of us——to work half the time while the other goes to school, and to go to school half the time while the other works.

2. (have) Hillman & Co.——just replaced their delivery horses with automobiles.

3. (be) The Hupmobile, the Overland, and the Buick——all in the competition.

4. (be) Neither he nor his security——able to pay the note all at once.

5. (be) The special sales——the difficult things to manage.

6. (be) The difficult thing to manage——the special sales.
7. (have) In the last two cases there——been several broken eggs.
8. (have)——either of these firms ever given us any cash business?
9. (stand) All three of our branches——on corners.
10. (have)——there been any reports of trouble from the West lately?
11. (have) There——always been just nine members of this club.
12. (be) The Yankee brand of tools——the best on the market.
13. (be) The quartet——John, Willis, James, and Anthony.
14. (have) The rains of the last month——been the cause of great damage to the railroad and telegraph companies.
15. (have) The wagons which we use——no letters on them.
16. (have) Their business——grown steadily because their prices——always been right.
17. (be) There never——any better shoes made than those I'm offering you.

62. Collective Nouns. Supply the proper form of the verb in parenthesis:

- a. (be) A dozen of us ——going to ride in the bus but a dozen ——too heavy a load for so small a vehicle.
- b. (make) Ten cents ——one dime.
- c. (be) Ten cents ——enough for such an errand.

We cannot always tell the number of the subject by its form. A collective noun is the name of a group of things, and is singular when we think of the group as a whole but plural when we think of the individuals composing the group. Thus in a, *dozen* is first plural and then singular. In the same way some nouns, plural in form, may sometimes be singular when we think of the things for which they stand as groups—e. g., *ten cents* in c. In other words, we use common sense and think of the *meaning* of the subject in deciding what verb should be used with it.

The verbs in this paragraph are all correct. Show why.

There *were* fifteen of us standing upon the platform waiting for our suburban train. Each of us *was* thinking of the good dinner spoiling at his house because a wreck had blocked all passenger traffic. Some one suggested that there *was* only one chance to get home before midnight—to hire a motor bus. Most of us *were* afraid this would cost too much, for the distance *was* 20 miles. Besides, where *was* there a motor bus that we could hire? The agent overheard us and volunteered the information that there *was* a motor livery in the next block. He had been in their bus when there *were* a dozen others in it and he *was* sure we could crowd two more in. We agreed that a dozen *was* not more than half a load; so I went and hired the bus and everybody *was* delighted with this way out of the difficulty. The automobile *is*, I am sure, one of the greatest inventions that *have* been made in this century.

Supply the proper forms of the verbs in the parentheses:

1. (be) Twenty automobiles——only half a day's output from our factory.
2. (be) Our team——the best in the league.
3. (be) The audience——scarcely sitting on their chairs at all.
4. (be) The number of real bargains in any store at any one time——not large.
5. (eat) A number of us——luncheon together every Thursday.
6. (seem) Fifty dollars——to me a very high price for a pair of hair brushes.
7. (be) The committee——divided in their opinions.

63. Predicate Nominative and Object. Supply *he* or *him* in the blanks in these sentences:

- a. Was ——the best man obtainable for the position?
- b. The boy in the blue sweater is ——of whom I spoke.
- c. I first met ——in 1900.

He is used only as a subject or as a predicate nominative. A predicate nominative is a noun or pronoun standing in the predicate and joined to the subject by *is*, *was*, or some other form of *be*. The words in italics in the following sentences are predicate nominatives:

John Paul Jones was the first *admiral* in our navy.

At one time Carnefeller was only a *messenger boy*.

The ghost you thought you saw at the window was only *I*.

I wish to speak to Mr. Conrad; is this *he*?

He, because it is used only as subject or predicate nominative, is spoken of as the nominative form. Likewise, *I*, *she*, *they*, and *who* are nominatives.

The object of the verb names the thing which the subject acts upon.

The cook^s burned^p the cake^o.

Last year we sold^s more goods^p than ever before^o.

The action of the subject may be only mental, but it is none the less real.

Rodney's employees^s all admire^p him^o.

At last I understand^s punctuation^p.

Him, *me*, *her*, *them*, and *whom*, since they are used as objects, are called objective forms.

To go back to the sentences at the bottom of page 167, the missing word is the subject, and we must supply the nominative, *he*. In sentence *b*, we supply the predicate nominative — *he* again. In sentence *c* the omitted word is the object, and we supply the objective, *him*.

In each sentence below tell what part of the sentence the omitted word is. Fill each of the blanks with one of the following forms: *I, me, he, him, she, her, they, them.*

1. In business——who works steadily soon outruns——who works rapidly but spasmodically.
2. Unfortunately it was——who made the mistake.
3. The manager chose——because——knows words better than the others.
4. Am——in line for promotion?
5. Is that——standing by the door?
6. Since the day Penstone filed the papers, no one has ever seen——.
7. It is——, I think, whom you want to see.
8. That man at the desk is——for whom you asked.
9. The manager is on good terms with his employees although——and——have had several very serious disputes.
10. If you were——, would you pay the bill twice?
11. Had I been——, I should have fainted.

64. Pronouns after *And* and *Or*. Sometimes one part of a compound subject is a pronoun. In **a** the subjects are *brother* and *I*; of course the pronoun should be the nominative form. Likewise there are compound objects; and if either one of the objects is a pronoun, it must be the objective form, as *him* and *me* in **b**.

a. My brother and ——are going to start a new stand on Walnut St.

b. You will have to choose between ——and ——.

Fill in appropriate pronouns:

1. My father, my uncle, and——went to Colorado for our vacation.
2. If——and her mother will take the house and make all the repairs,——may have it for \$20 a month.

3. I think you and——had better compromise; you'll ruin each other if you don't.

4. For twenty years Caleb and——were the only salesmen for that firm. ——and——covered all the states of New York, New Jersey, and Pennsylvania.

65. Prepositions and Pronouns. Fill in appropriate pronouns.

a. Every inquiry was turned over to —— or ——.

b. Hummel immediately wrote a letter to ——asking if the reports about —— were true.

In a and b *to* and *about* are prepositions; i. e., they are words placed before nouns or pronouns to show the relation of the nouns or pronouns to the rest of the sentences. We say the noun or pronoun with which the preposition is used is the object of the preposition. We use the objective forms *me*, *him*, *her*, *them*, *whom*, as objects of prepositions. The preposition and the object with the modifiers of the object make up a prepositional phrase.

Supply appropriate pronouns in the blanks:

1. As I said, just between you and——, I don't believe that stock will ever pay a dividend.

2. Benson will not speak to my sister or——since he lost that contract.

3. We employed——and another man for some special work in 1910.

4. Jensen has just bought a secondhand car for——and his wife to use during vacation.

5. The management of the new store will fall upon Williamson or——.

6. Neither the house nor——can afford to pay for such careless mistakes, but the loss will fall upon either the house or——.

7. It rests with you and——to save the remainder of the assets.

8. The new directors will probably choose Nickerson or——to be secretary.

9. Let——and——take charge of the sales while you manage the shop.

10. The girl who takes Kent's dictation says that no mistake ever gets past both——and——.

66. Modifiers: Adjective or Adverb? In the following sentences choose between the words in parenthesis:

a. The teacher solved the problem (easy, easily).

b. You solved the (easy, easily) problem.

c. Grigsby accepted the offer (immediate, immediately).

d. She worked (vigorous, vigorously) until she had scrubbed the porch (clean, cleanly).

One of each of these pairs of words in parenthesis is an adjective form and the other is an adverbial form. To decide which one to use, we shall have to decide which word it "modifies." Now to modify is, in grammar as everything else, to change. **One word modifies a second one, then, when it changes the meaning of the second.** Thus in **a** *easily* changed the meaning (by making it more definite) of *solved*. If the sentence ended with *problem*, we should not know whether the teacher worked long and hard or whether he solved the problem in half a minute. We have a right to say that *easily* modifies (changes the meaning of) *solved*. So in **b** *easy* modifies *problem* by describing it. Substitute *hard* for *easy* and see how completely the meaning of *problem* is changed.

But still we have no way to tell whether we should have *immediate* or *immediately* in **c**. What is it to modify? **A word which modifies a verb is an adverb** (literally, to a

verb). Careful speakers use the *ly*-form as the adverb. Then we shall say, *Grigsby accepted the offer immediately*.

In **b** *easy* modifies *problem*, which is a noun. **A word which modifies a noun is an adjective.** So we call *easy* an adjective. In **d** does *clean* or *cleanly* modify *scrubbed* or *porch*? Does it tell how she *scrubbed* or describe the *porch*? To modify the noun, it must be an ———? How can you tell which one is the adjective form? If you are not sure about that, look up *easy*, *easily*, *immediate*, *immediately*, *safe*, *safely*, *quiet*, *quietly*.

In each of the following sentences choose between the words in parenthesis, giving a reason for your choice. Then read the sentence aloud.

1. He throws the ball very (swift, swiftly) for a small boy.
2. Watch the man (close, closely) and see how he does it.
3. We now have gymnasium (regular, regularly) twice a week.
4. If our team had played ball as (good, well) in the first inning as they did in the ninth, we should have won.
5. The tire was badly cut but he patched it up (splendid, splendidly).
6. Did John make his point (clear, clearly) to you?
7. He always wrote his letters very (careful, carefully).
8. You must have walked (swift, swiftly), for it took you only three minutes to come.
9. The Dictaphone makes the cost of correspondence very (low, lowly).
10. He walked almost as (feeble, feebly) as a man of ninety would.
11. He explained the working of the car so (plain, plainly) that I thought I could run it.
12. I am sure you cannot borrow so good a typewriter as (ready, readily) anywhere else.

67. Adverbs Defined. Treat these sentences in the same way:

a. We have only one (real, really) good salesman on the road.

b. All the ladies of the cast were dressed (beautiful, beautifully).

c. The girls had said that my new dictator was (dreadful, dreadfully) cross.

d. I thought the door worked (amazing, amazingly) hard.

The statements in the previous section that modifiers of verbs are adverbs and modifiers of nouns are adjectives, though correct, is incomplete. **All modifiers, except those of nouns and pronouns, are adverbial.** Thus it is evident that in a, b, c, and d, the *ly*-forms should be used, for none of the words in question modify nouns or pronouns.

How should these sentences read? Why?

1. I am (awful, very) glad to meet you, Mr. Sommers.
2. You must be (real, very, quite) careful not to get any dirt on that white silk.
3. The new manager soon had the office running (smooth, smoothly).
4. Henry never liked to study (steady, steadily).
5. The bargains described in this circular are (real, really) unusual ones.
6. At that time he talked (mighty,——) (rough, roughly) to the men.
7. It wasn't my fault we missed the mail; I did (good, well) to get those letters out last night at all.
8. Fold these circulars as (rapid, rapidly) as you can.
9. A car coming (swift, swiftly) down the hill collided with a (slow, slowly) moving truck at the bottom.
10. My sister didn't recite as (good, well) as I did.
11. You can set this machine to play as (loud, loudly) or (soft, softly) as you wish.

12. Money can go much (swifter, more swiftly) than the cleverest man can follow.

13. You'll have to talk (pleasanter, more pleasantly) than that to get me to help you.

14. Learning a lesson (easy, easily) comes only with practice.

15. (Easy, easily) learning of lessons comes only with practice.

16. You analyzed your sentence (perfect, perfectly).

17. You had not studied that (good, well) enough.

18. The skies out there are (wonderful, wonderfully) clear and blue.

19. This silk is a (wonderful, wonderfully) blue, something entirely new. The dye was discovered in our own laboratory.

20. Those men were dressed (terrible, terribly) (ragged, raggedly).

68. Predicate Adjectives. Here are some harder ones:

a. She felt so (sad, sadly) about her mistake that I did not scold.

b. The women say our canned fruits taste as (good, well) as those put up at home.

c. Apparently the prisoner was (weak, weakly) and liable to faint.

d. His mother looked (weak, weakly), too, as if the trial were too much for her.

e. The victim tried (feeble, feebly) to raise an arm.

In e it is clear that *feebly* must be used because it modifies *tried*, telling how he tried. In c it is equally evident that *weak* or *weakly* does not modify *was*, but that it describes, yet does not directly modify, *prisoner*. It has much the same relation to *prisoner* as a predicate nominative has to its subject.

The prisoner was *weak*.

The witness was a *child*.

Both *weak* and *child* are asserted of their subjects by *was*. We have already learned to call *child* a predicate

nominative; now we shall call *weak* a predicate adjective.

An adjective standing in the predicate but describing the subject is a predicate adjective.

Now look at d. Does *weak* or *weakly* describe *mother* or tell the manner in which she *looked*? Is it differently used in this sentence, *Isabel looked weakly about for help*. So, also, in a and b *sad* and *good* describe the subjects and are properly predicate adjectives.

Read aloud the correct forms of these sentences:

1. This silk feels (softer, more softly) than that because it is made by a different process.

2. Such a record in its first year on the market seems (impossible, impossibly) to me.

3. They lived (happy, happily) ever after; that is, they felt (happy, happily).

4. Be (quick, quickly) or I shall go without you.

5. Come (quick, quickly); I have something for you.

6. These sachets smell as (sweet, sweetly) as the roses in an old-fashioned garden.

7. Sherman's employer is (real, ———) kind to him.

8. You look (beautiful, beautifully) in that hat; it is so becoming!

9. Herbert behaved very (bad, badly) last night.

10. The doctor laughed and said that I did not look (sick, sickly).

11. They keep their house as (neat, neatly) as a paper of pins.

12. The picture of the peach pie in their advertisement looks so (good, well) that it makes you hungry.

13. Although it was advertised (thorough, thoroughly), it had only a small sale.

14. When you apply for a position be sure you are dressed (neat, neatly).

15. Pupils who do their work (good, well) should receive more credit.

16. Every stenographer must be trained (thorough, thoroughly) in the use of adjectives and adverbs.

17. Lately she has acted very (queer, queerly) and hasn't spoken to any one.

18. Lending me carfare last night was (awful, ——) good of you.

19. You can get (mighty, ——) stylish suits at Rothberg's this year.

20. Twenty-five dollars is a (pretty, ——) high price for that suit

69. Incomplete Sentences. One of the commonest and most fatal blunders in writing is to mark as a sentence that which is not a sentence. We all naturally think in sentences, and we reasonably expect others to present their thoughts to us in the same form. Periods are used to mark these thought divisions for the convenience of the reader. If, then, that which is not a sentence is marked as one by the writer, the reader suffers considerable inconvenience, and frequently is annoyed at the writer.

70. The Necessary Parts of a Sentence. Can you tell which of these word groups are sentences and which are not, and why?

a. Harold Symmes is a star on the regular stage.

b. Also a favorite of the crowds who attend the "movies."

c. Hoping to hear from you at once.

d. Enclosed, postal money order for \$19.25.

The essence of a **sentence** as a unit of thought is that it is a **complete statement, question, or command**. And every complete statement has two parts—a **subject** and a **predicate**. Any supposed sentence in which you cannot find both subject and predicate expressed or very clearly understood,¹ you must regard as incomplete.

¹ In commands *you* is always understood to be the subject. In exclamations the subject or predicate or both may be understood, e. g., *What a wretched pen* [this is]!

Example a clearly meets this test. *Symmes* is the subject, *is* the predicate verb, and *star* the predicate nominative. Ordinarily we speak of the verb and predicate nominative, or the verb and predicate adjective, together as the predicate. Sentence b is evidently a part of a which has been carelessly separated. Make them into one sentence. In c and d *hoping* and *enclosed* are not real verbs because they do not make statements. In c the subject also is missing. Change both of these into sentences.

Distinguish between the real and the incomplete sentences among the following. In the real ones point out the subjects and predicates to show that they are real. In the incomplete ones show that at least one essential part is lacking.

1. In regard to your letter of the 24th inst.
2. Please send me at your earliest convenience a catalog of gymnasium games.
3. Especially a catalog of basketball and indoor baseball supplies.
4. Being composed of 395 sheets.
5. Your esteemed favor of even date received and contents duly noted.
6. In reply, will not be able to ship the rails this month.
7. Wishing to hear from you at your earliest convenience.
8. Also your price for filling in and addressing the same.
9. I wish you to send me the book called "Last of the Mohicans" by Cooper.
10. Seeing no reason at all for delay in this matter.

* 71. **Complex Sentence: Sentence or Clause.** Compare these word groups. Which one is a sentence?

- a. If you will attend to this at once.
- b. We set up the press last week.

- c. When we set up the press last week.
- d. Whom I had never seen.
- e. You will do your best.
- f. Whether I can go.

Although all six contain subjects and predicates, a, c, d, and f seem unfinished; we feel that in those four something is missing. That is because they are only dependent, modifying clauses. Let us complete a, thus: *If you will attend to this at once, you will save loss to us and inconvenience to yourself.* Now if . . . once expresses a condition upon *will save*, that is, it modifies *will save*. Completed, c might read: *When we set up the press last week, we found a hole in one of the ink rollers.* Now when . . . week indicates the time of, and therefore modifies, *found*. Complete d thus: *I went to meet a cousin whom I had never seen.* Then the clause modifies *cousin*. It is plainly an adjective clause, that is, one which modifies a noun or pronoun, just as a and c are adverbial because they modify verbs. f may be completed in two quite different ways: (1) *Whether I can go is doubtful* and (2) *I doubt whether I can go.* In (1) *Whether I can go* is the subject; in (2) it is the object. In either case it is equivalent to some such noun as *ability*, *power*, or *freedom*. Clauses may be used in any way that nouns can — as subjects, predicate nominatives, objects of verbs, or objects of prepositions. **A group of words containing a subject and predicate yet used as an adjective, adverb, or noun is a dependent clause. Such a clause may be any part of a sentence except the predicate verb. If written alone, it does not constitute a sentence. A sentence containing a dependent clause is called complex.**

Now pass upon these as sentences, completing any which seem to you incomplete:

1. Because you favored us in this matter.
2. Mark went out through the window.
3. Just as his father came in through the door.
4. Ever since we began to advertise in *The Messenger*.
5. In the summer we go to Canada where the weather is cooler.
6. Hoping you will favor us in this matter.
7. Hoping that this advertisement will bring you satisfactory results, I am Yours truly, Sherwood Magee.
8. Your order which was received this morning.
9. Grammar as we studied it in the lower grades.
10. Under any and all circumstances, in whatever test you care to put to it.
11. Hoping that you will have no trouble in finding my residence.
12. Will say in reply that we regret the accident as much as you possibly can.
13. That, however, we had taken every precaution to prevent its occurrence.
14. So that we cannot hold ourselves responsible for the loss.
15. Thanking you for your generous order which was received this morning.
16. If you remember that last September we were talking about magazines.
17. For instance, if you see a man who is six feet tall and weighs 125 pounds wearing a close-fitting coat, a high collar, and a tall silk hat.
18. Which is the amount that you now owe us.
19. As one of our players has to attend his sister's wedding on the day on which we were to meet your team.
20. While we have been making our living by hard work.
21. Although she has so many brothers and sisters that her parents cannot keep her in school.
22. If it will be convenient for you to come to my office tomorrow afternoon at two.
23. Whether he expects us to let him do as he pleases and not make any protest.
24. So we sent for Jorgensen to come and take charge of the books.

72. Telescoped Sentences. Failure to mark off a sentence from the one next to it is quite as confusing and annoying to the reader as is the failure to complete a sentence. When two sentences are thus run together the reader usually is in the middle of the second one before he realizes that he has reached the end of the first. Then he must go back and read them both again in order to get the thought clearly. Such experiences do not leave him in a mood favorable toward the writer of the letter or his proposition.

Are you ever guilty of thus running sentences together? If you are, can you break the habit without any further study? Test yourself by trying to decide instantly which of the following supposed sentences need division and which are satisfactory as they stand. The class discussion will show whether you are right in your decisions.

a. I would like to have a game with your lightweight team, we can play in our gym next Wednesday at three o'clock sharp, we will pay the carfare if you will come.

b. I enclose a postal money order for \$5.50 for which please send me prepaid one Tip Top Duplicator, No. 2.

c. I would like my suit Saturday evening instead of Monday if it is convenient please call me by 'phone.

d. We shall have two chaperons with us who are responsible people, also twenty other older people will be there.

e. Though the bill which we rendered was for \$278.75, you sent us only \$273.75.

f. We went swimming in the lake for about two hours when we were tired we went fishing.

If *none* of these presented *any* difficulty, skip to the next exercise; otherwise read this explanation carefully.

In the first place, all of the sentences above except **b** and **e** are composed of two or more grammatically independent clauses. Point out the independent clauses in **a** and **c**. Show that there is but one independent clause in **b** or **e**. **No two independent clauses should appear in the same sentence unless they are connected by a conjunction or separated by a semicolon.**

When the ideas represented by these independent clauses are so intimately connected that together they form one complete thought, they may properly appear in the same sentence if joined by such a conjunction as *and*, *or*, *but*, or *yet* or if marked off from each other by a semicolon. **The two clauses then form a compound sentence, of which each independent clause with all its modifiers is a member.** Point out the members and the conjunctions in these compound sentences:

1. I will give your message to Minnie and she can give it to her sister.
2. You shall apologize or I will not come to your party.
3. I knew he was not earning his salary, but I thought he might do better in a new department.
4. We had all kinds of hard luck, yet we landed the contract.

Unless the ideas expressed by these independent clauses are very intimately connected, each should be written as a separate sentence.

These sentences are all faulty. Remove the faults by inserting conjunctions where such treatment is desirable, and forming separate sentences for ideas which are not closely related.

1. During our two-months' vacation I worked six weeks in a bindery the other two weeks I was in the country and had a good time.

2. I am a bricklayer and am drawing a salary of \$100 a month from D. L. Wentworth, 6843 Prairie Ave., for reference apply to D. J. Salad, 6944 Hamilton Ave.

3. I ordered a suit from you for Friday evening of this week as my plans have been changed a little bit, I should like to have the suit Wednesday if possible.

4. The shoes were to be sent to my house, instead of my package I received some baby shoes.

5. We are planning a walk for next Saturday and our plans lead us across your farm, will you please give us permission to cross your farm and as it will be about noon we should also like to lunch under the big maple down by the branch.

6. Franklin invented a lamp which he erected at every corner, this was the first public lighting in America.

7. These numbers are called by the forward in one set, as 74 this would mean for the center to hit the ball to place 7 where player 4 would be waiting for it.

8. Only girls making 80 or better in four subjects are eligible to play on our team, we shall of course expect the same of you.

9. After Mr. Brinker was hurt in a fall from the dyke his mind was a blank for ten years, he could not talk until a wonderful operation was performed on him and he recovered.

10. If you will endorse the enclosed check and return to me as soon as convenient, I shall be much obliged, I remain Yours truly, John Doe.

11. The light also has to be considered, there are 84 electric lights in the rooms and an extra hour of light would cost 42 cents day or \$12.50 a month not counting the lights that burn in the halls.

12. People's opinions differ as to which are the best of Robert Chambers's books, we might not be able to suit you.

13. The bill was \$278.73 and you sent \$273.73, as the bill was typewritten you probably mistook an 8 for a 3.

14. Every day we went out for a joy ride for about two hours, then when we came back we went out picking apples and pears.

15. Kindly send me a typewriter desk, I would like it two inches higher than the regular Model 38.

16. I have lost the receipt, so I have nothing to show for it.

17. The next time he came she told him about it he said that he had given full measure.

18. I should like two drawers of this desk specially arranged, to give you an idea of how I should like them divided up, I am sending you a drawing.

19. I am a carpenter, my income is \$150 per month.

20. In 1736 Franklin was chosen clerk of the assembly and continued to be reelected for the next fourteen years, then he was elected a member of the legislature itself.

21. I received the order this morning, it was all O. K. except the notebooks.

22. At Gettysburg he made a speech, no one applauded him, and he thought it was a failure.

73. Verbs in Relative Clauses. Now let us return to the problem of the number of verbs in some more difficult sentences than those in § 59.

Try these:

a. (have) The men who —— property are likely to be satisfied with the government.

b. (want) He is the most reliable man that —— the office.

c. (have) He is one of the most reliable men that —— any time for politics.

When the subject of the verb is *who*, *which*, or *that*, we must look back to the **noun for which the pronoun stands — its antecedent** — to determine the number. In **a** *who* stands for *men*, which is plural; therefore the verb must be *have*. In **b** *that* refers to *man* and requires *wants*. In **c** *that* stands for *men* and requires *have*.

In each of these sentences point out the antecedent of the subject of the missing verb before completing the sentence:

1. (make) He is one of the few men who actually —— more each year than ever before.

2. (have, be) One of the best schemes that——ever come to my attention——the offer of prizes for suggested improvements of the office routine.

3. (travel) Jones is certainly one of the best salesmen that——for us.

4. (be) All of the shirts which——offered in this sale——fast-color.

5. (be) Price cutting always proves to be the poorest of the arguments which——presented to a careful buyer.

6. (use) It is only the poorest salesman who——this argument.

7. (be) All our goods——guaranteed to be first class and we will gladly make good anything which——wrong.

8. (make) Buckley will regret it soon if he——that trade.

9. (be) That is one of the cleverest styles which——on the market this year.

10. (be) There——more boys here now than there——at this time last year.

11. (grow, be) Their business——steadily because their prices——right.

12. (believe) Mr. Lund is one of the men who——in children's keeping quiet.

13. (greet) Yours is the most glaring of the signs that——me as I leave the car every morning.

14. (be) My office is one of the sunniest there——in the building.

74. Common Gender: A Peculiar Usage. What pronouns should be used in these sentences?

a. Any employee of this firm can get —— money by asking for it.

b. Every member of this class must do —— own work.

c. If anybody was dissatisfied, —— did not say so.

d. No one in the crowd would admit that the dog belonged to ——.

e. In a time like this each man and woman, each boy and girl, should do all —— can to help the nation.

In most sentences even small children find no difficulty in choosing between *he*, *she*, and *it*, or *him*, *her*, and *it*; they make this distinction just as readily and as accurately as they use the nouns *man*, *woman*, and *thing*. **The sex signification of a noun or pronoun we call its gender.** In English gender is *practically* — not at all, *theoretically* — confined to the singular of pronouns and a few nouns with special terminations, such as *wizard* and *witch*, *shepherd* and *shepherdess*, *actor* and *actress*. This fortunate fact eliminates for us many of the opportunities for mistakes that confront those who speak highly inflected languages. Only occasionally, perhaps once a year, do I hear any one speak of a female author as an authoress or refer to a cow as *he*.

Ninety-nine per cent of the errors in gender occur in sentences like those at the beginning of this section. In each case the antecedent is singular, but in none of them is it neuter or definitely masculine. The English tongue has no pronoun that just fits the situation, although scholars have invented one and made considerable effort to secure its general adoption.¹ Necessarily we resort to a makeshift: we use the masculine *he*, *his*, *him* in such cases. Some speakers carefully say *he* or *she*, *his* or *her*, *him* or *her*, but except when both males and females are specifically named in the antecedent, as in *e*, this is more awkward and cumbersome than the simple masculine. The uneducated frequently resort to *they*, *their*, *them*; but this is not yet good form. **Use *he*, *his*, *him*.**

In the following sentences supply the masculine singular forms, remembering that they are really common gender:

¹ This is a capital illustration of the fact that grammar is a matter of custom rather than of logic.

1. If either of them offers you——seat, you would better refuse it.
2. Any taxpayer who makes a false return to the assessor is disloyal to——country.
3. Every student in this class owes it to——to do——very best.
4. Each person, we find, has——own peculiar talent.
5. No one would let the others see——picture.
6. Either party to a contract is absolved from——obligations if the other party fails to perform that which——has agreed to do.
7. None of the pupils would admit that——had done so foolish a thing.
8. Anybody who cares to know just how——own voice sounds may satisfy——curiosity by using the Dictaphone.
9. I could not find any one in the crowd who would believe the message was meant for——.
10. Any one who has studied——lessons every day need not fear that——will fail.
11. I cannot convince either of the debaters that——could have used more illustrations to——own advantage.
12. I personally asked every passenger to give up——stateroom to the sick man, but each one replied that——couldn't because——was not very well.
13. Every one on board was as sick as——could be.

75. *Who* or *Whom*? In §§ 63, 64, 65, 74, we have studied the use of *he* and *him*, *she* and *her*, *they* and *them*. In the slightly more difficult problem of *who* or *whom* which we are now to take up, the same principles apply. The difference is that *who* and *whom* usually occur in dependent clauses, which must be analyzed in deciding which form to use.

Who and *whom* are correctly used in the following narrative. Explain why in each case.

Ashcraft, *who* for twenty years had been confidential clerk for Winans and Coley, had just resigned because of old age, and the employers

whom he had served so long and faithfully were standing beside his private desk in the inner office.

"*Who* should be promoted to Ashcraft's place?" asked Winans, the senior partner, of Coley, who had direct charge of the clerks. "*Who* do you think is the best man for the place?"

"The one *whom* I should choose," said Coley, "is Diggs, the quiet fellow in the corner.

"*Whom* else shall we consider?"

"There is no one else here *who* would be nearly so good."

"Do you remember *whom* Diggs worked for before he came here?" asked Winans. "You know that for this work we must have some one *whose* reliability is absolute."

"Yes, he had a strong letter from Warner and Beardsley, *who* are the hardest people in the whole city to please."

"That's enough. Any one *whom* both you and they consider satisfactory will be as good as Ashcraft was. Send for him."

Supply *who* or *whom* in the following sentences, each time giving the reason for your choice:

1. The girls——Mrs. Chase recommended succeeded.
2. I gave the picture to the girl——all the others disliked.
3. Dorothy is a girl——never neglects her play.
4. Mr. White for——I work pays the best wages in town.
5. ——did you work for last week?
6. Do you know——that man is?
7. Wallace, to——she gave the note, let the teacher see it.
8. I consulted a lawyer for——I had once worked.
9. The picture was painted by a man——had never taken a lesson.
10. Those——went to the circus were greatly disappointed.
11. She——we had always thought was so solemn seemed bursting with laughter.
12. I sat in the same seat with the girl——now has scarlet fever.
13. As I came out the door I saw the woman of——you are talking.
14. She spoke severely to the child——disobeyed her.
15. He finally found the doctor for——he had been searching many years.

16. I have been visiting a girl——I have known since we were three years old.

17. This is the man——secured a position for me.

18. I cannot quite remember——she reminds me of.

19. We must not blame the child, for the one——brought her up was not strict with her.

20. She spoke very harshly to the girl——she had once been so fond of.

21. Walter was spending the evening with Jack——lives over on Normal Avenue.

22. I should like to know——are going to the city.

23. ——did you say that is over there?

24. The men——we employ must be honest, sober, and industrious.

25. You ask me to buy from a peddler——is a perfect stranger to me, a man——I have never seen before.

26. I can introduce you to people——have influence with that firm.

27. To——did you address the package?

28. The woman——tried the coat on was not the one I meant.

29. You must give the receipt to every one from——you take the money.

30. She knew none of the old friends about——I inquired.

31. Horace Sargent from——I had a letter is now on the way to China.

32. The children did not know——the teacher meant.

33. Old soldiers are not always fond of those with——they have served.

76. Elliptical Expressions. Supply *I* or *me*, *he* or *him* in the following:

a. My sister is nearly as tall as ——.

b. She looks very much like ——.

c. We have no one else so able as —— to plan a new store.

d. Like ——, I am sorry we ever left the old home.

Of course the form of the pronoun is determined by its use in the sentence. In **b** and **d** the pronouns are introduced by *like*, a preposition,¹ and must therefore be objective in form—*me* and *him*, respectively. In **a** and **c**, however, the pronouns are introduced by *as*, which is always a conjunction (connective). In **a** *as* seems at first to connect only the pronoun with something preceding. Closer consideration reveals the fact that something is omitted—*am tall*, probably. The *as* connects the two clauses *My sister is nearly as tall* and *I am tall*. *I* is the proper form because it is the subject of the clause. Completed, **c** reads thus: *We have no one so able as he is able to plan a new store*. Do not be misled by these examples into supposing that the pronoun after *as* will always be nominative; the proper form can be determined only by supplying the omitted parts of the clause.

In each of the following sentences choose the correct one of the pronominal forms in parenthesis, give the reason for your choice, and then read the sentence aloud as it should be:

1. (she, her) There are very few girls as clever as——.
2. (he, him) I write like——because he taught me.
3. (who, whom)——does she look like?
4. (he, him) I might as well send a dumb man as——so far as securing the order goes.
5. (he, him) A ten-year-old boy would be as likely as——to see the point.
6. (she, her) Marion's sister is taller than ²——.

¹ Some grammarians insist that *like* in **b** is an adjective and that the preposition *to* is understood.

² *Than* is a conjunction, usually introducing a shortened clause, just as it does here. Complete the clause.

7. (I, me) Susie likes you much better than ¹——.
8. (he, him) Father says we are all more like Mother than ¹——.
9. (I, me) You have as good reason as——to expect promotion.
10. (he, him) I think you are a better worker than——.
11. (she, her) I do not like her husband as well as——.
12. (he, him) At least, I like her better than——.
13. (he, him) I took his dictation for years, and you speak so much like——that it startled me.

77. Like or As? Should *like* or *as* be used in these sentences?

- a. This store looks —— one in Omaha.
- b. We shall make them just —— you say.

You may come to a decision on these and similar sentences by deciding whether the word in question introduces a noun or pronoun which is its object, or a whole clause. If it introduces a clause, it should be *as* (sometimes *as if*).

Complete the following sentences, giving your reasons:

1. Please send me a gross of buttons——the one enclosed.
2. This store looks——it were prosperous.
3. Successful men play just——they work—with all their might.
4. You must work——Edison did if you want to be rich——him.
5. He acts——he had money to spend.
6. It looks——you would have plenty of money to spend next year.
7. You should advertise——Dember if you want the trade.
8. He succeeds because he works——a beaver.
9. In Europe they cannot have big farms——we do in this country.
10. You must not try to run your store——you did ten years ago.

¹ This may be completed in two different ways, to give entirely different meanings.

11. ———any fool, Jumson thought he would never be caught.
12. Please send me samples very much———you did last year.
13. My neighbor wants a machine———the one you sold me.
14. He tried to get away———I did, but he could not talk so fast
———I and so he was caught.
15. If he had stayed———you, he would not have been fined.

78. Tenses. Under what circumstances would each of the expressions below be appropriate? Complete each of the sentences by the addition of a phrase or clause introduced by *while*, *since*, *when*, *before*, *after*, or *during*.

a.

- (1) I often meet your brother ——
- (2) I have often met your brother ——
- (3) I often met (or did meet) your brother ——
- (4) I had often met your brother ——
- (5) I shall meet your brother often ——

b.

- (1) I shall be here three days ——
- (2) I have been “ “ “ ——
- (3) I was “ “ “ ——
- (4) I had been “ “ “ ——

One frequently hears the expression, “I am in America three years now.” Is it correct to include three years in the present time expressed by the verb *am*? What verb should have been used? Give the complete sentence as it should stand.

What is the difference between the time indicated by *have been* which you have substituted for *am* in the previous paragraph, and that indicated by *was*? Compare the sentences b2 and b3 (I have been here three days while waiting for you. I was here three days during the fair.)

Have been is in what we call the present perfect tense. It seems to connect with the present, yet it represents time that is past — in this case just past. That is, the period of time covered by *three days* or *three years* extends up to, but does not include, the present moment. *Perfect* in the term *present perfect* means completed. The present perfect tense may be defined, then, as the form of a verb which indicates action completed at or before the present moment.

If now you will look back at a2 (I have often met your brother since I left you) you will find why the word *before* had to be inserted in the definition just given. *Have often met* undoubtedly expresses an action completed before the present time but not necessarily in the recent past. So we find the present perfect tense used to express also an *indefinite* past time.

Just here lies the distinction between the present perfect and the past tenses. Sentences a3 and b3 (I often met your brother when I worked for you. I was here three days during the fair) indicate past time — very definite past time, as you will see by noting how you have completed them. This time is not always indicated in the sentence, but it is always clear in the mind of the speaker who uses the past tense correctly, and is usually clearly understood by the person addressed.

Examine some narrative selection, preferably some literature which you are studying, to find as many examples as you can of (1) the present perfect denoting action just completed, (2) the present perfect denoting action at an indefinite past time, and (3) the past tense denoting action at some definite past time. Try to name the times denoted by the verbs in the past tense.

With the definitions and examples of the present perfect tense in mind, can you guess at the definition of the past perfect? It has just the same relation to the past which the present perfect has to the present — that is, **the past perfect tense denotes action completed at or before some definite past time.** With the past perfect as with the simple past the speaker must have a definite past time in his mind. This is clearly illustrated by sentences **a4** and **b4** (I had often met your brother before I was introduced to him. I had been here three days before you came), and also by examples **c** and **d**.

c. Since I had met you at the top of the hill, I knew this was your brother at the bottom.

d. When I met you at the top of the hill, I had met your brother at the bottom.

The past tenses of a large majority of our verbs are made by adding *ed* to the present — e. g., *started, wanted, talked, prophesied*. The present perfect form consists of *have* or *has* with what we call the perfect participle of the verb desired. The perfect participle of regular verbs is just like the past tense. Thus, we say *have started, have wanted, have talked, have prophesied*. The past perfect form consists of *had* and the perfect participle — e. g., *had started, had wanted, had talked, had prophesied*.

Examine all the present and past verbs in some piece of written work you have done this year to see whether some of them should not have been present perfect or past perfect. (If you are not sure what present and past verbs are, turn to illustrations **a(1)** and **a(3)** respectively.)

In the following sentences supply the proper forms of

the verbs in parentheses. If more than one form is allowable, show the difference in meaning between the two completed sentences.

1. At the time when he says he invented these daters, I (sell) three thousand of them.

2. I did not say anything until he (finish).

3. If you came before I did, you (be) here at least half an hour now.

4. Yes, I (be) here half an hour before any one else.

5. (Be) you really here half an hour when John came?

6. Did you think, because I always (allow) you to run over me, that I would let you steal from my brother?

7. Don't think, because I always (allow) you to run over me, that you can do it again.

8. When you first saw me, I just (recover) from typhoid fever.

9. He will be thoroughly discouraged when he hears that Armstrong & Co. (get) this contract away from him.

10. Now I think we (do) all we can for tonight.

11. Few of us ever use a word which we (hear) not someone else use first.

12. Several times this year I (use) words which I (pick) up in my reading.

13. We were trying to make up time because a wash-out in the mountains (delay) us half an hour.

14. Hemenway (let) never an opportunity to boost his house slip.

15. I rather believe Helen knows who did it; she (keep) out of my way ever since it happened.

16. (Hear) you the inside story of the invention of moving pictures?

17. That building was erected in 1910 but it (remain) vacant all the time; it (have) never a single tenant.

18. He (be) in office three years now, so that he has but one more year to serve.

19. In my last position I (receive) only ten dollars a week, but before that I (draw) a much better salary.

20. The man turned when I called him Mr. Larsen and I could not understand why he did not know me. I never (hear) that our Mr. Larsen has a twin brother.

79. Irregular Verb Forms. Should it be *I come to school yesterday about the same time that I have come every morning this year* or *I came to school yesterday about the same time that I have come every morning this year*? If you aren't sure, you need to practice long and carefully on the following exercises. If you know at once that the second version is correct but that you frequently slip into errors in the use of *come* or other irregular verbs, you still need practice to make your knowledge effective in your speech. If, as is to be hoped, the first version offends your eyes and ears, you still need to look over these exercises to see whether there isn't some less common verb, e. g., *spring* or *burst*, with which you sometimes make mistakes.

Fill in the blanks with correct forms of the verbs in parentheses. Whenever you are in doubt about the form needed, look at the table on pages 199-200. After the exercises have been discussed in class, you will do well to read the correct sentences several times aloud to accustom your ear to the sound of the correct forms.

1. Not one of our boilers has ever (burst) while in use.
2. Yesterday we (beat) our previous sales record by \$50.
3. When the business (begin) to pay, the manager (raise) salaries all around.
4. In the collision the front axle was (bend) but not (break).
5. Our dog was (bite) by yours and then it (bite) twenty others.
6. In this test every boiler but ours (burst).
7. When the package (come), one corner of it was badly (bend) and three of the dolls were (break).
8. I (dive) after him although I was sure that he had already (drown).
9. Until ten years ago we had always (drink), as our fathers (drink), from public drinking cups.

10. That day we (drive) a colt which had never been (drive) before.
11. We had (drive) about three miles when the tire of a passing motor car (burst) and scared the horse so that he (run) away and (throw) us out of the buggy.
12. Fortunately no one was (hurt).
13. A crow (fly) into the room and (eat) the popcorn which was drying in the sun.
14. When we came back, he had (eat) all he wanted and (go) away.
15. I heard yesterday that you (freeze) your feet last week.
16. Were your feet really (freeze) or only frosted?
17. My brother (lay, lie) down on the grass and I (lay, lie) this rubber snake beside him.
18. He had (lay, lie) there some time before he discovered it.
19. He was startled and angry at me, and ever since then he has been (lay, lie) for me.
20. He has (lay, lie) several traps for me without success.
21. That day we (run) races on our ponies.
22. I (ride) Silver Tip, a pony which had never been (ride) by a white man.
23. He had (run) races, however, and never had been (beat).

Supply the proper form of *rise* or *raise*:

24. The bread——splendidly today; the yeast——it.
25. The salaries of all our help have been——10% in the last five years, but the cost of living has——even faster.
26. It was really the ward boss who——him so rapidly to political power but all we knew was that he——.
27. The balloon will never——with all those men in the basket.
28. No man has ever——from deeper poverty to greater wealth.

Supply the proper form of *sit* or *set*:

29. Yesterday I——in the chair which now——on the front porch.
30. I suppose you——it there this morning.
31. I have had so much trouble with——hens this year.
32. They stop——two or three days too soon.
33. I——them with twenty-two eggs each.

34. Some years ago so many of them wanted to——at the same time that I could not get eggs enough to——them all.

35. Have you ever——and watched the clock for dismissal time?

Replace the parentheses with the correct forms of the verbs indicated:

36. She had always (sing) well, but that night she (sing) as no one had ever (hear) a mortal sing.

37. The animal's eyes, which (shine) like two stars in the darkness, (show) me where to shoot.

38. The enamel in the sample which he (show) me (shine) like new.

39. He has (show) me one thing and sent me another.

40. The sun has not (shine) for nearly a week.

41. This is the finest line which has ever been (show) in America.

42. He did not answer when I (speak) to him on Christmas day and I have not (speak) to him since.

43. That particular piece has been (speak) until we are all tired of it.

44. Our competitors across the street (spring) a surprise yesterday; they installed in their big windows a complete exhibition of their process of manufacture.

45. Our new delicacy, Cheese Tidbits, has (spring) into instant favor.

46. Just as the bribe was paid, the detectives (spring) from their hiding places and placed the whole party under arrest.

47. He really did not think he had (steal) the money, for he had found it lying on the floor.

48. His patent was (steal) by the same people who (steal) our design for a \$25 typewriter.

49. That leaf of the stenographer's notebook has been (tear) out for some purpose.

50. Whether Williams (tear) it out or had it (tear) out to prevent criminal prosecution, or whether it was (tear) out by accident, we shall never know.

51. Many men were (throw) out of employment by the invention of the steam engine.

52. Modern methods of bookkeeping have (throw) many more into the class of unemployed.

53. He (throw) away his last chance of success when he left us just to get a two weeks' vacation.

54. I have not yet (throw) away my receipts for last year.

55. One time I (throw) them away at the end of the year and it cost me \$25.

56. The shoes (wear) by the smart set this year are very elaborate.

57. For years they have (wear) very simple, tailored sorts, but this year the Princess of Wales (wear) a pair of bead-trimmed satin slippers, and they must follow.

58. This year's styles are like those that were (wear) twenty years ago.

59. Have you ever (sit) in the stand when some "dark horse" (spring) into the lead in the mile run and (hear) the frantic shouts of his friends?

60. Perhaps some are trying to give encouragement to him who has just (lose) the lead, but their shouts are (drown) by the roar of the crowd.

61. This dark horse has been (lie) back all the way to the home stretch, but now he (rise) to the occasion and (tear) down the track like a Kansas cyclone.

62. He has (bite) in two the cork between his teeth, and his desperate grip has (bend) the wire spring in his hands.

63. Another moment and he has (show) the way across the tape and (write) his name indelibly upon the register of heroes in the heart of every boy there.

64. Then the noise stops as suddenly as it (burst) forth.

65. Oliver would not have (steal) if he had thought he would be (catch).

66. Just as they were going into the store they (see) their mother coming across the street.

Correct whatever mistakes in verbs there are in the following:

1. We have doubled our trade since we come to this new stand.

2. We think you will have to admit that we done the square thing in this deal.

3. Last week we send you our complete catalog and hoped to have your order by this time.

4. Willis and John run a store down at Bethel before they come here.
5. He began at the bottom of the ladder and climb steadily to the top until he was the owner of the house.
6. I must have went to a dozen banks before I finally got that money.
7. The lock was broke but nothing was missing from the safe.
8. I have gone to see some, and more have come here.
9. One way or another I have seen that I had the evidence of his crooked work.
10. Just as we come round the corner, the gasoline tank in the basement blew up.
11. I have never saw a better car than that and it is cheap too.
12. We are very sorry you were disappointed but we surely done our level best.
13. Our boiler blew up last week, so I have a vacation until it is mended.
14. You guaranteed these for six months and the soles are all wore out already.
15. If he had not give up right then, he might still own his farm.
16. I seen Nichols yesterday and he will give me \$10 a week, commencing Monday.

TROUBLESOME VERB FORMS

Present	Present perfect	Past	Passive present
attack	have attacked	attacked	is attacked
beat	have beaten	beat	is beaten
begin	have begun	began	is begun
bend	have bent	bent	is bent
bite	have bitten	bit	is bitten
blow	have blown	blew	is blown
burst	have burst	burst	is burst
come	have come	came	
do	have done	did	is done
drink	have drunk	drank	is drunk
dive	have dived	dived (or dove)	
drive	have driven	drove	is driven
drown	have drowned	drowned	is drowned

TROUBLESOME VERB FORMS—*Continued*

Present	Present perfect	Past	Passive present
eat	have eaten	ate	is eaten
fly	have flown	flew	is flown
freeze	have frozen	froze	is frozen
get	have got (or gotten)	got	is got (or gotten)
give	have given	gave	is given
go	have gone	went	
hear	have heard	heard	is heard
hurt	have hurt	hurt	is hurt
lie	have lain	lay	
lay	have laid	laid	is laid
lead	have led	led	is led
run	have run	ran	is run
ride	have ridden	rode	is ridden
raise	have raised	raised	is raised
rise	have risen	rose	
see	have seen	saw	is seen
sit	have sat	sat	
set	have set	set	is set
sing	have sung	sang	is sung
show	have shown	showed	is shown
shine	have shone	shone	
speak	have spoken	spoke	is spoken
spring	have sprung	sprang	is sprung
steal	have stolen	stole	is stolen
tear	have torn	tore	is torn
take	have taken	took	is taken
throw	have thrown	threw	is thrown
wear	have worn	wore	is worn
write	have written	wrote	is written

79A. In this tabulation the fourth column is, you have noticed, labeled "passive present." The passive voice of any verb represents the subject as acted upon — for example, *In the picture Hargrave is shown in a great slide*

for the home plate, or Ice cream is frozen by the melting of the ice. In the first example, *Hargrave* is the subject and he receives the action, *he is shown*. In the second example *ice cream* is the subject, and the freezing is done to the ice cream. These same ideas might be expressed by means of what we call the active voice thus: *The picture shows Hargrave in a great slide for the home plate. The melting of the ice freezes the ice cream.* *Shows* and *freezes* represent the subjects *picture* and *melting* as acting and require *Hargrave* and *ice cream* as their objects. **The active voice of any verb represents the subject as acting.** It is usually to be preferred because it is more vigorous. The passive is convenient when we do not know who performed the action or for some reason do not wish to emphasize the person or thing which performed the action.

The passive voice has been given this brief consideration because it gives very little trouble. It always consists of the perfect participle of the verb desired with some form of the verb *be* — for example, *Hargrave is shown, Hargrave has been shown, Hargrave was shown, Hargrave had been shown, Hargrave will be shown.* The chief danger of error in the use of the passive voice is that of using an incorrect form for the perfect participle. If you have mastered the use of the perfect tenses you will avoid this error also.

80. Shall or Will? Do you know when to use *shall* and *will*? Test your knowledge with the following sentences, giving yourself a definitely worded reason for your choice in each case.

- a. We —— be glad to serve you in any way we can.
- b. Miss Fleisig —— I am sure, do all she can to help you.

- c. You —— have these articles Saturday without fail.
d. I —— take a place at eight dollars but I —— not work for one cent less.

When all have finished, let the teacher and class check up. Only those who are doubtful on some point need read the following section. The others may turn directly to the next exercise.

No one, probably, feels any uncertainty as to the exact meaning of *I will find a way or make it*. *Will* in this sentence expresses what we ordinarily speak of as "will," the decided intention of the person speaking. Again: *Will you give me five dollars for the Meadowbrook Orphan Asylum? Why, yes; I will*. Here in the answer there is no sense of determination, of struggle against obstacles, but there is the same presence of the speaker's will, that is, of his power to decide. The use of *will* with *I* or *we* should be confined to cases which do involve the speaker's act of deciding, his intention to do. In all other cases use *shall* with *I* or *we*.

Now insert *shall* or *will* in each of these blanks:

1. I am not sure that I —— be able to come tomorrow.
2. We —— be there tonight; you can count upon us.
3. All the bankers think we —— have better times from now on.
4. I have promised that I —— never smoke cigarettes.
5. I —— take the blue one at two dollars. Send it out, please.
6. We —— probably have rain tomorrow.
7. If I find him, I —— not know what to say.
8. It is not likely that I —— ever be able to collect that bill.
9. I —— not pay more than thirty cents, for tomorrow I —— be in the city, where I can get it for twenty.
10. We —— be very glad to furnish you with any further information you desire.

But this is only half the problem. These exercises covered only the first-person subjects, *I* and *we*. With all subjects other than *I* and *we*, invert the rule and use *shall* to denote the speaker's intention that something shall happen and *will* to denote his simple expectation that something will happen. In cases of doubt, use *will*.

11. You——find that this cloth gives better satisfaction than the serge.

12. ——it not grow shiny as the serge does?

13. The road men——find a poor market this month because of the damage done by the big sleet.

14. Tomorrow——be a beautiful day if signs are worth anything.

15. They——have no chance to criticise us if we can avoid it.

16. The lack of that new suit——not prevent me from going to the dance tomorrow.

17. Along about examination time he——probably wish he had studied at first.

18. The foreman is resolved that Dummlich——not be taken back.

19. I promise you that Marvin——know his lesson tomorrow.

20. I'm afraid you——break your arm trying to crank that machine.

21. He who is to succeed in business——need the best education obtainable.

22. We——be very much surprised if this year is not better than the last.

23. We know that we——die some day, but we are determined that that day——be as late as possible.

24. There——be plenty of time to talk later.

25. I know you——have an excuse but I——not listen to it.

26. They——have the best education I can give them.

27. He——go Saturday but I——not be able to leave before Monday.

28. We——appreciate an early reply.

29. Prompt action——be considered a great favor.

30. The adjusters——come tomorrow and then we——know how much insurance we——get.

31. We——deliver this tomorrow without fail.
32. They think that we——not be able to raise the money.
33. We——have some tomorrow if you can call again.
34. I——carry out my part of the agreement at any time.
35. I have promised that I——do it, and I——.
36. You may be sure that I——not go back on my word.
37. The new goods——come sometime this week, perhaps tomorrow.
38. If you——guarantee the work, I——give you the contract today.
39. If you are not entirely satisfied, return the machine and we——refund the money.
40. The difficulty——be that we——not have enough small change.
41. I——allow no one to talk slightly of my employer.
42. He——make more under the new tariff, but I——make less.
43. Since business——be dull in the spring we——get our vacations then.
44. I——never take advantage of any man's misfortunes.
45. Whenever you need anything in our line we——be sorry if you do not give us a chance to bid.
46. I——be engaged Monday, but Tuesday I——be able to hear your plan.
47. I——finish the work by three o'clock, I think.
48. Tomorrow he——feel sorry for this; I vow it.
49. I am sorry, but I——not be able to finish the work before next week.
50. ——¹ finish your business course in February or in June?
I——finish in June, I think.
51. ——he finish in February? No, he——finish in June.
52. He——see his mistake when it is too late.
53. They——be at the station to meet me.
54. I'm afraid you——be kicked if you go near that horse.

¹ In questions use the form expected in the answer. When *will* would be correct in the answer use *will* in the question. This rule is especially important when the subject of the question is *you*—e. g., *Shall you be able to go?*

55. If he doesn't take the examination he——fail.
56. I am determined that I——win.
57. I——probably sail on the fifteenth.
58. He——be twenty-one tomorrow.
59. I——go in spite of him.
60. ——you go by train, do you think?
61. I——be greatly obliged if you——send the book at once.
62. I promise you John——know his lesson tomorrow.
63. ——you be at home this evening?
64. ——the train be on time?
65. ——the store be open this evening?

81. Plurals of Nouns. Most nouns have distinct singular and plural forms. **The plural is usually just the singular with the addition of *s* or *es* (*es* if the *s* alone would make the word hard to pronounce),—thus: *thing, things; top, tops; gas, gases.***

The formation of the plurals of nouns ending in *y* frequently gives trouble. Compare these two lists. Upon what principle have the words been grouped?

lady	ladies	boy	boys
baby	babies	attorney	attorneys
city	cities	tray	trays
vacancy	vacancies	valley	valleys
territory	territories	key	keys

The key to the situation lies in the sort of letter immediately preceding the final *y*. Make your own statement of the rule.

Make a list containing at least ten words that form their plural as does *lady* and ten others which merely add *s*.

Determine for yourself the similar rule for the present tenses of verbs which end in *y*. Prepare lists to illustrate and prove your rule.

Most nouns ending in *o* add *s* only, but some add *es*. Since there is no simple rule by which to distinguish the *s* class from the *es* class, the commonest ones taking *es* are given here: *negroes*, *potatoes*, *tomatoes*, *mulattoes*, *mosquitoes*.

Make as large a list as you can of words ending in *o* and look up the plurals of any you are in the least uncertain about. Perhaps your teacher will let you have a little contest in which you give each other singulars and ask for their plurals.

A few of the nouns in *f* and *fe* have plurals ending in *ves*. The commonest of these are *life*, *knife*, *wife*, *loaf*, *beef*, *calf*, *half*, *shelf*, *self*, *wolf*. Practically all others are regular, forming their plurals by merely adding *s*. Try some of them, referring to the dictionary for any which you think have *ves* plurals.

With compound nouns the question arises as to which part shall receive the sign of the plural. Compare these plurals to find if possible the likeness between the parts to which the *s* has been added:

maids-of-honor
sons-in-law
passers-by
by-standers
cupfuls
men-of-war
battleships
Bloodhounds
eighth-graders
by-products

What does the rest of each compound word do for the italicised part? Why, then, are the plurals formed as they are?

Sometimes we speak of a letter of the alphabet — e. g., *e*; or some other character used in writing — e. g., the ¶;

or even of a word just as a word — e. g., He uses *got* too frequently. To form plurals for any of these we add 's — thus: *e's*, *¶'s*, He uses too many *got's*.

Try to find instances of these plurals in your reading. There are several in Poe's story, *The Gold Bug*. Look it up, or try to retell his method of solving the cipher message.

82. Possessives. What is the difference in meaning between these sentences:

At recess some one stole both the boys' hats.

At recess some one stole both the boy's hats.

In both cases the apostrophe marks the possessive form; i. e., the boy or boys *own* something. **To make the possessive form of any singular noun add 's.** The same rule applies to plurals which do not end in *s*. *Pupil, pupil's; men, men's.* **To make the possessive of plurals in *s*, add merely the apostrophe.** *Pupils, pupils'; teachers, teachers'.*

The possessive of most compound nouns is formed by adding the sign of the possessive to the last part of the compound; as son-in-law's. The name of a firm is treated as if it were a compound word. If Smith and Johnson are partners in a chain of stores, we speak of Smith and Johnson's stores; if each owns a store independent of the other, we speak of Smith's and Johnson's stores.

Tell where apostrophes are needed in these sentences:

1. The customers satisfaction is our first concern.
2. The garments in our young mens section are the snappiest to be had at any price.
3. The present head of the house has inherited his fathers ability to judge the market.

4. We have frequently profited by our enemies suggestions.
5. The lunch room for employees on the seventh floor is one of the many comforts and conveniences we offer our help.
6. Johnson & Roesing store was the first to give back money to dissatisfied customers.
7. We buy from both Mennens and Colgates representatives.
8. The following ladies in your community use and endorse Shino.
9. We have used no ladys name without her consent.
10. Surely these ladies example should induce you to ask for the free sample.
11. The buyers were represented by David Westlake while the sellers interests were in the hands of Simeon Winfield.
12. Nine-tenths of the machinists in the city belong to the Machinists Union.
13. To introduce them we will sell, during this month only, Waltons Stenographers Fountain Pens at \$1.75. The regular price is \$2.75.
14. The closing of the western ranges is the eastern farmers opportunity to make fortunes in cattle raising.
15. Workers who slight their employers business can hardly expect those employers to sympathize with the workers wage demands.
16. Hunters blacking is better than Shinns because it has more oil.
17. We sell Bauer and Blacks, too, but we do not recommend it.
18. The settlers crops were repeatedly destroyed by the Indians.
19. The Swedish Americans of Minnesota are the worlds best wheat farmers.
20. The Arabs olive trees furnish them a sure living.
21. In France the peasants wives always help in the fields.

83. Gerunds. Choose one of each pair of words in parenthesis in these five sentences:

- a. (Me, My) securing the position is very doubtful.
- b. I was greatly pleased by (Aaron, Aaron's) doing the errand so promptly.
- c. I have never heard of (Huebsch, Huebsch's) giving money to local charities.

- d. (Him, His) rising so rapidly has certainly surprised me.
e. The success of the company depends entirely upon (us, our) advertising the machine effectively.

In the solution of these seemingly knotty problems the first step is to analyze the sentences and find the relation of the pronouns, nouns, and modifiers in question to the rest of the words in those sentences. In *a securing* is the subject, of which the predicate adjective *doubtful* is asserted by the verb *is*. The pronoun, then, can be no principal part of the sentence and must be a modifier—in this case, of the subject, *securing*. The only pronominal form which may be used as a modifier, except in apposition, is the possessive—in this case *my*. Actual custom agrees with the theoretical conclusion we have just reached: the agent with a gerund is expressed by the possessive form of a noun or pronoun.

The last statement would be clear but for the technical term “gerund.” Gerunds are words ending in *ing* and having some of the qualities of both nouns and verbs. Gerunds are used as subjects, predicate nominatives, objects, and objects of prepositions; so far they are nouns. But they also take objects — e. g., *position* in *a*, *errand* in *b*, *money* in *c*. In this they are verbs.¹ Because of this verbal quality they take adverbs as modifiers — e. g., *promptly* in *b*, *rapidly* in *d*, and *effectively* in *e*.

Now read the correct forms of the five sentences aloud several times to accustom your tongue and ear to them. Complete these sentences:

¹ Sometimes these gerunds lose their verbal capacity to take an object and become pure nouns; they are then modified by adjectives instead of adverbs. *e* might be changed to read, *The success of the company depends upon our effective advertising of the machine.*

1. ———eating so much meat upset my arrangements.
2. I had not dreamed of——speaking so——to us.
3. ———advertising a bargain means nothing.
4. They had counted upon——surrendering——.
5. ——failing to understand me was bitterly disappointing.
6. Johnson thought that explaining the matter——once should be enough.
7. The most brilliant work of the day was——selling two pairs of shoes in five minutes.
8. A man's success may usually be traced to——working—— and——for years before.
9. Democracy was saved by——resisting so——.
10. Although his father discouraged——reading so——, he got through a book a day.
11. We count upon——testing our product——, and upon ——refusing it——if it is not up to the specifications.
12. No one can prevent——becoming famous, because he has great ability and boundless energy.
13. ——becoming a lawyer was the dearest ambition of—— mother.
14. Have you ever noticed——making any grammatical blunders when I was dictating?
15. ——stating the issue more——than we had ever seen it gave us confidence in his ability.

CHAPTER VI

PUNCTUATION.

84. The Purpose of Punctuation. Under ordinary circumstances you probably prefer to talk rather than to write. Most of us do, because we find it easier to communicate our thoughts in that way. In talking we can use pauses, inflections, and gestures to assist the mere words. In writing, this same assistance must be rendered, if it is rendered at all, by punctuation. No small burden to rest upon a half-dozen small, apparently insignificant marks! And when one remembers that the period bears the brunt of the labor, he is ready to admit that it is the most important character in any written language.

85. The General Rule. The chief means by which punctuation meets this tremendous responsibility is as simple as its office is important: **the marks separate groups of words which are to be understood separately.** This is the fundamental principle of which all others are mere details and applications. No matter what subordinate rules one works by, he is fairly safe if he keeps asking on all doubtful occasions, Do I wish these words understood together or somewhat separately? If they are to be understood separately, will the reader be in any danger of understanding them together if I do not divide them by a point of some sort?

86. Pauses. The greatest aid in the application of this general principle of separation is natural oral reading.

Although no recognized authority upon punctuation asserts an exact correspondence between pauses and punctuation, several of the more acute students of the subject do point out that the work of grouping, which in writing is performed by punctuation, is in speech done by our pauses; and the most thoughtful one of all actually resorts to the oral rendering to decide which words are to be understood together and which separately. A careful examination of Klein's¹ examples shows that they would have been pointed substantially as he recommends by one who merely attempted to mark every considerable pause in good reading. While it is not wise to follow the ear as the sole guide, the ear may render most valuable aid to one who understands and habitually applies the general principle of separating by punctuation marks neighboring expressions which are noticeably disjoined in thought.

87. End Punctuation. Since the fundamental word-grouping is the sentence, the marks which separate sentence from sentence are by far the most important of all. It is impossible to read with satisfaction, or even with patience, matter in which phrases or clauses are marked as sentences or in which sentences are run together.² Crown the period king of the realm of punctuation! Pay court to him first. If necessary, neglect all others to gain a footing of intimacy with His Royal Highness, the period.

I should have done it myself. I should have done it myself! I should have done it myself? Here the exclamation point and the question mark serve, like the period, to

¹ Klein, *Why We Punctuate*, Minneapolis: Lancet Publishing Company, 1916.

² See §§ 70-72.

mark the end of the sentence; and they also characterize the expression as an outburst of feeling or a question.¹

88. The Comma. The usual mark to indicate an ordinary degree of separation between words or word-groups within the sentence is the comma. Indeed, for internal punctuation it is the *universal mark*, except (1) when complex expressions which must themselves contain commas are to be divided from each other; (2) when the disconnection in thought is unusually sharp, and (3) when the relations between expressions separated must be shown by the colon or dash.

The specific statements of the next seven sections are to be looked upon not as rules but as descriptions of a few typical occasions for the use of commas. They illustrate, but by no means exhaust, the general principle. Do not let them usurp its place. *Do not use too many commas.*

89. Commas with Series. Commas are used to separate the members of a series of words, phrases, or clauses in parallel construction. Note especially that in the preceding statement there is a comma—and a pause—after *phrases*, before *or*.

Read the following sentences aloud and then name the words after which commas should stand:

1. John Willis and I were inseparable chums.
2. I like apples peaches and pears, but I do not care much for them if they are stewed preserved or even baked.
3. Thirty days hath September April June and November.
4. My little brother is fond of all sorts of pickles—sweet sour or dill.
5. Mixed pickles are made chiefly of cauliflower onions and cucumbers.

¹ Occasions for the use of the exclamation point and the question mark within the sentence are rare in business writing. For the question mark in quoted matter, see § 95.

6. I raised the rifle slowly took deliberate aim and pressed the trigger.

7. He passed in geometry in history and in English, but not in botany.

8. The houses were burned down the cattle driven away all the railroads torn up and anything else which would desolate the country done by the enemy as they withdrew.

9. You can talk to anybody about the weather about the roads and even about the crops.

90. Commas between the Members of Compound Sentences. A comma is frequently used to separate the members of a compound sentence. Every one uses the comma when the members are sharply separated in thought, and every one agrees that the connection between the members may be so close that no comma is needed, but there is no general agreement as to the exact degree of separation that makes the use of a comma advisable. The comma may safely be used in any sentence in which we separate the members by a genuine expression pause. It is clearly required whenever without it the reader would be in any danger of attaching part of the second member to all or part of the first. Natural oral reading is an easy means of judging the amount of separation between the members.

Experiment upon these sentences:

a. Peaches are plentiful here but at home there are none.

b. He said I could have the position and then he gave it to some one else.

c. I am sorry to be late this morning but there was a wreck upon the Elevated and we were stranded between stations.

Note that in c, though there are three members, only

one comma is needed, because two members are so closely related.

Now read these aloud and name the words which should be followed by commas:

1. I am going to town today and will bring you whatever you want from the store.

2. We always take the greatest care in shipping goods but we cannot be responsible for their safe arrival.

3. He told me to go and I went at once.

4. We guarantee the goods to be just as represented and we will cheerfully replace anything which is not satisfactory.

5. He worked hard all his life but when he died he had only a few hundred dollars.

6. Do your very best and then do not worry about the rest.

7. I have spent years studying the subject or I should not presume to insist upon my opinions. (Note the different emphasis which the insertion of a comma gives.)

8. You must let me have the money today or I must close the store tomorrow.

9. There are many other applicants for the position and I am not at all sure that I shall get it.

10. They have recently spent a large sum improving their machinery and are now prepared to furnish the finest flour in any quantity.

11. He is a bright boy in many ways but he will never make a good stenographer.

12. Our hosiery has as much style as the most expensive brands and yet it sells for \$4 a dozen pairs. (Repeat the sentence without *and*.)

13. Two years ago our business totaled \$25,000 a year and since then it has more than doubled.

14. Too few commas are bad but too many are worse.

15. Her husband is a cripple and she has to earn both her own living and his.

91. Commas with Parenthetical Expressions. Commas are used to set off expressions which are parenthet-

ical — i. e., which interrupt the grammatical order. In many cases the expression, and the most appropriate punctuation, of the sentences vary with the speaker. No one but the author of a sentence is thoroughly competent to punctuate it. Next after the author comes the stenographer, who will punctuate best if she does so as the words fall from the dictator's lips or from the dictating machine. This flexibility of expression makes useless all such rules as the invariable punctuation of *therefore* and kindred phrases. It is correct to write *We therefore refuse to grant any further extension upon this account* without any comma if the author says *therefore* in the same tone as the rest of the sentence and does not mark it by pauses.

Here are some sentences for practice:

1. We know of course that we must study each day but it is hard to live up to our knowledge.
2. However the teachers remember that they too sometimes neglected their lessons and show a little mercy.
3. At the very worst we are better off here in school than at work at some poorly paid job with no future.
4. In the first place school work is not very hard.
5. Besides there are long vacations in which the growing child may build up his physical energy.
6. There are moreover social advantages in such a school as this.
7. To say the least patent medicines are dangerous.
8. Take for instance the bichloride of mercury tablets which so many people take by mistake with such fatal results.
9. You will admit I suppose that it is not wise to have them around the house.
10. And they the physicians tell us do not do so much damage as the headache powders through which so many become drug fiends.
11. Moreover the physicians themselves use fewer drugs every day.

92. Commas with Compellatives. Commas are used to set off compellatives—that is, words in direct address. This practice is really invariable, because the expressions are quite distinct from the rest of their sentences—as our speech so plainly shows.

Here is some material for practice:

1. Charles you may put the sixth sentence on the board.
2. You Hilda may take the seventh.
3. Girls do you want to seem forty when you are only twenty?
4. Here is the way you man with a clever toy or a labor-saving invention to tell the public about it.
5. Listen my children and you shall hear
Of the midnight ride of Paul Revere.
6. Ladies and gentlemen I have here the very latest book on letter writing.
7. If you do not watch the corners Mr. Storekeeper the little leaks will put you out of business.
8. O John if you do not hurry I shall have to go without you.
9. I think that will be all right. Don't you Charlie?
10. This is the last chance I can give you my boy.

93. Commas with Expressions out of Their Natural Order. Commas are frequently used to set off transposed elements, especially adverbial clauses at the beginning of sentences. Not all words which are out of their normal order need to be pointed—they are not marked in speech—because the reader finds the sentence easy to grasp without any special guide-posts.

Some of the following transposed expressions should be punctuated and some need not be:

1. In 1898 we did not own Porto Rico or the Philippines.
2. In spite of the weather we had a good time.
3. If you are sure they will be done Tuesday I will leave them.

4. This I had promised never to do.
5. When a business is once established it is comparatively easy to keep going.
6. As soon as he could collect the money Heinz started a big advertising campaign.
7. If he will not work he shall not eat.
8. Unless there is rain soon the crops will be cut short.
9. Do the very best we can there will always be some complaints.
10. When we have done our best we have to leave the rest to Providence.
11. Leaving his campfires burning brightly Washington slipped away during the night.
12. Where there are a great many milch cows one of our cream separators will pay for itself in a month.
13. Although we were really absolute strangers we felt at home the first day.
14. Thanking you for your patronage in the past we shall try to deserve even more of it in the future.
15. Because he was a party to the suit Judge Jones could not try the case.
16. Whether you buy any of our goods or not we are glad to have made your acquaintance.
17. Before any one could prevent him he had emptied the whole can into the river.
18. After you left me last night I had a thrilling encounter with a tramp.
19. Until you promise that you will behave yourself you must stay out of the class.
20. Since you know just how it should be done you had better do it.
21. As I was coming home from work last night I met Charley Derr.
22. As long as they let him manage the business it will pay dividends.
23. While I am writing this the Italian street musicians are playing operatic airs with what seems to me to be professional skill.

94. Commas with Explanatory Expressions. Commas are used to set off purely explanatory expressions—for

example, appositives and non-essential adjective clauses. Inasmuch as expressions which are clearly non-essential or explanatory are always marked by pauses and a change in tone, correct oral reading by one who knows what the sentence means is a satisfactory guide. Expressions unmarked in speech may safely remain unmarked in writing. Note that the insertion of commas will many times change the meaning very greatly.

In those of the following sentences which can have but one meaning, determine the punctuation which will be most helpful to the reader; in those in which two meanings are possible, see how the change of punctuation affects the choice between them:

1. Did you ever see Jerry Pringle the old Illinois fullback?
2. The president of our class Jesse Brownlow was the best presiding officer I ever saw.
3. The dog belongs to the Mitchells our next-door neighbors.
4. W. J. Bryan candidate for president in three elections was made Secretary of State by President Wilson who really owed his election to Bryan.
5. Just as I was in despair I heard a low peculiar whistle the private signal Bud and I had used years before.
6. In those days wife-beaters were sentenced to the whipping post an instrument of punishment which our humane age has mistakenly abandoned.
7. The first prize in the sales contest a Cadillac automobile went to Arthur Cramp who had established a new record by selling three hundred complete threshing outfits within two months.
8. The final examinations by all means the hardest part of our work come in June the time in the year when it is hardest to work at all.
9. At noon we had reached the summit of Antar the highest peak in those mountains.
10. All at once Charles was a hero a hero who shrank from the applause and ran breathless to his room.

11. Your father who has had experience with situations like this will tell you that I am right about it.

12. James is the brother that is two years older than I.

13. Of all games I am fondest of baseball which gives one plenty of exercise and amusement at the same time.

14. Grammar to which so much time is devoted is for the most part a simple matter.

15. During our high-school days which we shall all look back upon as the happiest of our lives we were anxious to get to work.

16. The dreams in which we indulge now help us to determine what we shall actually do later.

17. You have written together two propositions each of which should be a whole sentence.

18. You ought to go with her because she does not know the way very well.

19. I wish I had not accepted that position as I now have three better ones offered me.

20. This boat is very safe for it has a broad bottom and several air-tight compartments.

21. The teacher gave the prize to Harry who really did not deserve it.

22. The rich to whom cold and hunger are only words do not always sympathize with the poor as they should.

23. They do not always realize that people who have had no education and no money to start in life are not to be too severely blamed for doing poorly.

24. I am sure that you will find this engine perfectly adjusted for it has been thoroughly tested both with and without load.

25. All the pupils who had seen him copy were disgusted and no one would speak to him when school was out.

95. Commas with quotations. Commas are used with quotation marks to set off direct quotations. Here are some typical illustrations of this universal custom:

My brother replied, "I will never agree to sell the old home."

"I will never agree," my brother replied, "to sell the old home."

"I will never agree to sell the old home," my brother replied.

Indirect quotations—those in which the meaning of the original speaker is expressed in different, even very slightly different, language—are not distinguished by quotation marks or commas. Father's actual words to me were *I will keep you in school as long as you wish to stay*: but when I quote his thought in slightly changed words, I properly omit both comma and quotation marks, thus: *Father says he will keep me in school as long as I wish to stay*.

Indirect questions—those of which the exact language has been changed in quoting—are not followed by question marks. Such expressions may be recognized by two additional tests: (1) Would this expression without the verb of asking which introduces it ask a question? In *He asked me what I wanted, what I wanted* does not of itself ask any question. The direct question thus indirectly quoted was, *What do you want?* (2) The indirect question is not spoken with the rising inflection which invariably marks the direct question.

Indicate the proper punctuation:

1. My brother remarked that he had never seen a better play.
2. Helen said Well I have a good many times.
3. See here Helen he answered you need not try to be so smart.
4. Come I said do not be so personal. We do not want any one to lose his temper.
5. What is the passing mark here is the first question the new students ask.
6. All he would say was I do not know what you mean.
7. The salesman said he knew this was the best car then on the market.
8. The customer asked him how do you know it is.

9. Because answered the salesman I know them all.
10. But the customer thought no one man could know them all.
11. Finally he said no one man can know them all; there are too many of them.
12. The salesman asked him what made him think that.
13. Common sense replied the customer rather curtly.
14. This angered the salesman. Common sense or not he burst out I have taken every competing car apart and examined the material and workmanship and studied the design and I know what I am talking about.

96. The Semicolon. The semicolon, we sometimes say, is only a larger comma. So it is, in two ways: (1) It frequently marks a sharper break, a wider separation between two parts of the sentence, than would be indicated by a comma. (2) When the word-groups to be separated already contain commas, the semicolon is used to separate them. It differs further from the comma in that it is not much used to separate a modifier from that which it modifies; it almost always divides expressions grammatically coördinate. **a** below illustrates (1) of the explanation just given and **b** illustrates (2); in both of them, as well as in this sentence, the semicolon divides coördinate expressions.

a. He always goes home early; he will not be there at seven o'clock.

b. We sell only the Swan pen, which is positively guaranteed to us by the makers; and if it fails to give perfect satisfaction, we will give you another without argument.

Read the following sentences aloud and then place the punctuation:

1. We cannot allow terms to one customer which we do not allow to all it would not be good business.

2. Act well your part there all the honor lies.
3. She always did all she could for me no one could have done more.
4. It was a very poor year for crops even the oats failed.
5. Your parents have sent you to school you will have to learn for yourself.
6. If you like our goods tell others if not tell us.
7. Wait for me Henry I will be there in just a minute.
8. Do as you like we want you to be pleased.
9. All summer long Johnnie had wanted to go to the farm and now that his uncle had come for him Johnnie had the measles.
10. The French will not agree to such a treaty now their ambassador probably has instructions to refuse to consider it.
11. The wealthy man to whom credit is not absolutely necessary rarely has any trouble in getting it but the poor man to whom credit would open the door to opportunity finds borrowing very difficult.
12. Salmon which used to be almost the only canned fish in the market is rapidly losing favor because of decreasing quality and increasing price and its place is being taken by tuna until the last few years entirely unknown to the ordinary housewife.
13. If you think that you simply cannot stand the work any longer of course you will have to resign but if you can hold on for another month I think I can get you transferred to another department where the work will be easier and the pay about the same.
14. We are very much pleased with the samples of taffeta you sent us and if you can let us have sixty days time instead of thirty as you quoted in your last letter we will take two bolts each of No. 567 and No. 963.

97. The Colon. The meaning of the colon is more definite than that of any other mark except the period. Whenever matter of any kind is to be formally introduced the colon is required, to stand between the introductory expression and the matter introduced. Thus we have the colon (1) after the salutation of business letters, (2) after the greeting or salutation of an audience by a speaker, (3) after *as follows*, and (4) before formal quotations. Some

punctuators use it (5) to separate the members of a compound sentence when the second explains rather than repeats or continues the first, and (6) to set off a series of appositives following and explaining a single term.

Mayor Harpole was then called upon to respond to the toast, "The Subway." He said:

"Mr. Toastmaster and gentlemen of the club: I am very glad to have this opportunity to explain the attitude of the administration toward this pressing . . ."

Please send us tomorrow the following help: one stenographer, two bookkeepers, one errand boy, and four order-fillers.

Alan had at last found his calling: the photographs that he had made were worthy of a first-class city studio.

98. The Dash. The primary use of the dash is to mark broken constructions—that is, sentences which are not finished as the speaker intended at starting but broken off in the middle. Sometimes the dash is used to show that that which follows is an afterthought.

I am going to get my big brother to—he'll fix you, all right.
We welcome questions; ask us—and others.

A natural outgrowth of this method of marking broken constructions is the use of two dashes to replace parentheses.

We have had good crops this year—the government reports show record yields of all the staples—and prosperity must surely follow.

Since neither broken constructions nor parentheses are likely to be very common in good writing, the presence of many dashes on your page should lead you to question, first, the correctness of your punctuation, and, second, the quality of your composition.

99. Punctuation with *that is* (*i. e.*), *for example* (*e. g.*), *namely* (*viz.*), and *such as*.¹ The following sentences illustrate four allowable ways to punctuate these expressions:

a. There are many dangers in the life of the Grand Banks fishermen—for example, the risk of collision in the fog.

b. In that small factory there were representatives from four European nations: namely, England, Germany, France, and Italy.

c. In that small factory there were representatives of four European nations, namely: England, Germany, France, and Italy.

d. There are several ways in which Cat's Foot tires excel all others; for example, they will really hold fast on icy pavements.

Good authority can be found for all four methods. The break is too great to be marked by commas merely; but since the relationship between what precedes and what follows is not always the same, even with any one of the expressions—compare **a** and **d**—choice between the dash, colon, and semicolon, each of which indicates rather definitely a particular relationship, is quite difficult. The choice is largely a matter of personal taste. It should be noted, however, that the use of the dash and comma, as illustrated in **a**, is steadily growing; and that the colon is rarely used except with *namely*.

¹ *Such as*, unlike the others, is not followed by a comma. The reason is its closer grammatical connection to the items following. We sell all sorts of office supplies—such as stationery of all grades and weights, type-writer ribbons, carbon sheets, memo pads, pencils, fountain pens, ink, etc.

Punctuate these:

1. All our goods are sold under a real guarantee that is we will actually give back the money upon any suit returned within thirty days as unsatisfactory to you.

2. In selling for cash there are three savings namely the interest on capital the cost of bookkeeping and the loss through bad accounts.

3. Many of our salesmen earn their salaries for the year in a single week for example Harry Kale sold \$20,000 worth of machinery last week.

4. If you cannot pay cash we must insist upon the alternative mentioned that is a note bearing five per cent interest from date.

5. Just when we had given up hope of any supper Swenston came in with six fine "shiners" that is sunfish.

6. Punctuation has two functions namely to keep together words or phrases which are to be understood together and to separate words and phrases which are but loosely joined in thought.

7. In addition may be named the Reclamation Service for irrigating arid lands the Forest Service for the protection of forests and the regulation of timber cutting.

8. The sales of a product may be subject to internal taxation as are tobacco and alcohol in the United States or they may be a government monopoly as are salt and tobacco in Italy.

9. The four organizers of the corporation are J. J. Malley President of the Bayward Savings Bank Bayward Iowa W. D. Moore Cashier of the National City Bank of Omaha who will become cashier of the new institution and John Koontz representing the Kansas City interests.

10. Yes I do and it saves ever so much trouble.

11. Boys do as they like I don't see why girls have to be kept so dreadfully close.

12. We furnish this high-grade service to one and all we give the same courteous attention to the smallest customer that we do to the largest.

13. Iron is in northern and central but not southern New York it is about Lake Superior but not to any extent on the prairies.

14. Some of our subscribers are wealthy the great majority are merely well-to-do.

15. Whether you are a business man a farmer a miner or a professional man whether you are a manager or a minor employee in factory store or office you will surely be interested in this volume.

100. Miscellaneous Exercises in Punctuation.

1. Those who have studied every day do not have to worry now those who have not do.

2. We are sending you on approval the O. V. B. brand which we expect to carry in the future.

3. We received your draft of the 21st and in looking it over discovered that it was made out for \$273.75 instead of \$278.75 as the bill called for.

4. Deerslayer who was a trapper was noted for his handling of the rifle.

5. Anyone who cares for books with adventures would like this book tremendously but those who do not enjoy adventures would dislike it.

6. Hoping to hear from you soon I remain

Yours truly

7. If you are not satisfied with this knife, please send it back to us.

8. I am very sorry I could not meet you but if you follow these instructions you will get there.

9. King Edward dies and bequeaths the throne to Harold who believing himself to be the best man to rule England becomes the king.

10. She is the only child in the house and her uncle is very sad and never talks to her.

11. The price is \$1.00 a column which is $\frac{1}{3}$ of a page.

12. I am very sorry to have delayed your order but I could not send it without the above information.

13. Miss Wentworth our gymnasium teacher will accompany us.

14. Enclosed you will find the checks as you forgot to write your signature.

15. As I did not hear from you I thought I would write and remind you of it.

16. If you are not busy Thursday afternoon at two o'clock I would like to have you call as I will be in my office then.

17. One of the characters is the mail driver of the Drover Stage Coach who is described very plainly.

18. I am enclosing a check for \$80 the cost of the other articles.

19. Tom Sid and Jim were hiding in the woods but Sid became so sick that they had to send for the doctor.

20. We refer you to the following satisfied customers Murdock Car Company Virginia Ill. The J. C. Brill Company Philadelphia The Pullman Company Chicago Ill.

21. The stenographer must learn to keep secrets to tell her employer's business is to invite discharge.

22. They sell something else just as good or rather that is what they tell you.

23. Spain shows that the spirit or genius of the people is quite as important as natural resources otherwise she would not let her coal remain unused in its bed and send out her raw material to be smelted and converted into steel by her more progressive neighbor.

24. We sell everything groceries such as flour sugar and canned fruits and vegetables hardware such as saws hammers and farming implements dry goods such as dress goods dresses and men's clothing and anything else which can be shipped by freight.

25. There are three kinds of business which pay particularly well in our neighborhood viz. cattle oil and automobile.

26. Mr. Goldstein was not in the best humor for the baby had kept him awake nearly all night.

27. The stenographers Miss Gumme and Miss Rapid were doing careless inaccurate work so bad that it could not possibly be allowed to go out.

28. They chewed gum and erased and fussed with their hair.

29. Finally Goldstein could stand it no longer and burst out I can't see how you girls expect me to pay for such work as this. Half of it has to be done over and even then it is not first-class.

30. Miss Gumme shrugged her shoulders.

31. You do not pay enough to get a letter a day written by a public stenographer she said you have no right to complain if you get cheap help for cheap wages.

32. This letter said the employer which has been rewritten three times is still full of misspelled words and wrong punctuation.

33. The last man for whom I worked was a gentleman he did not talk that way said Miss Gumme.

34. Better go back to him advised Goldstein.

35. The work which you do for me is not at all worth the wages you get which are really high for a beginner.

36. In his effort to succeed many a young business man overlooks the detail of business courtesy.

37. He does not realize the value that a buyer places upon that commodity.

38. The more experienced man however knows that courtesy does more to hold a buyer than do bargain sales.

39. In our large cities merchants have incurred great expense to fit up rest rooms where customers may spend an idle hour write letters on stationery that is provided and read the latest magazines.

40. In the rural districts where such luxuries are often impossible the merchant provides chairs for his customers and a place of stationing their teams.

41. The country merchant however can often accomplish this object more quickly than the city dealer by spending an hour gossiping with his customers.

42. He knows just as well as his city competitor does that if a buyer feels at home in his store sales are practically guaranteed.

43. I should like the top drawer divided into two sections the front one twice as large as the other.

44. If this is not convenient for you please let me know.

45. I expect to pay \$2.50 more than the regular price of \$32.50.

46. Mr. Mitchell one of our teachers will be the chaperon.

47. I give as a reference Mr. Wilson our principal.

48. They would like to have it Wednesday April 29 at 8 p. m.

49. Will you kindly answer this and tell the reason.

50. When Mr. Haley arrived at the Shelby home he left his horse which was quite a lively one in care of negro Sam.

51. We are returning the check for correction as it is five dollars short.

52. If you can come will you let me know?

53. Please send these as soon as possible for there is a brisk demand for them just now.

54. If you will send a check for \$5 we will send you a receipt in full.

55. After it is slit on one side it is heated over again.

56. I think this would not be a good time for to look for a position here because there are so many stenographers out of work.

57. If the silkworms are allowed to turn into moths and come out of the cocoons the silk is spoiled.

58. The fruit was originally packed on the farms but it was found to be cheaper and easier to carry the oranges to one large market.

59. After this business was stopped she took care of the children and told them stories.

60. I wish to be excused from the office Monday Tuesday and Wednesday of next week to have my eyes treated.

61. That was the only day of sport I had in my working days.

62. Hoping that this request will be granted I am Yours truly.

63. When she left the grip was opened and found to contain dynamite.

64. One day last June I caught I do not suppose you will believe me sixteen large bass in an hour.

65. You may have that house for \$30 a month if you take it today but if you wait until next week you will pay more.

CHAPTER VII

LETTER FORMS

101. The Parts of a Letter. The first letter given in this chapter is of the sort most common—viz., that to an individual in a city where the street address is required. The words appearing on line 1 constitute the **date line**; those on lines 3, 4, 5, the **inner address**; and those on line 6, the **salutation**. The date line, the inner address, and salutation taken together are frequently spoken of as the **heading**. The **body** of the letter occupies lines 7–18. On line 19 is the **complimentary close**, and on lines 20, 21 the **signature**. The initials in the lower lefthand corner are those of the dictator (at the left of the point) and of the stenographer.

102. The Punctuation of the Heading. Most writers punctuate the heading as in § 111, but one may if he likes omit all punctuation (except the periods called for by abbreviations used) at the ends of the lines of the heading, as in § 115.

103. The Date Line. If there is no printed letterhead, the date line may include the street address of the writer and occupy two lines as in § 114 or even three as in § 115.

104. The Inner Address. The inner address of a letter to a firm appears either as in § 113 or as in § 114. While there is apparently a growing tendency to omit the courteous *Messrs.* or *The*, it seems best to keep them so long as we retain the *Mr.* in writing to an individual.

105. The Salutation. The salutation addressed to one man in business is almost invariably *Dear Sir*, although such forms as *Dear Mr. Jones* are gaining in favor with those who desire to put the personal touch into their correspondence. The salutation addressed to a firm is now always *Gentlemen*. (See § 113.) A lady whether single or married may be addressed as *Dear Madam* (See § 112); some prefer to write *My dear Miss Jones* or *My dear Mrs. Vanderbilt*.

106. The Complimentary Close. Only the first word of the complimentary close, whether there are two or more words, begins with a capital letter. A comma always follows the complimentary close. For ordinary occasions *Yours truly* is the safest form to use, but such variations as *Very truly yours* and *Yours very truly* have about the same effect. *Respectfully yours* is best reserved for occasions when one is asking a favor, making an apology (See § 112), or addressing a superior. The letter of friendship may have almost any sort of complimentary close according to the intimacy of the correspondents.

Ordinarily the signature is written in with a pen, but in the case of a firm where many employees write letters in the name of the firm that name is written in capitals by the typist and the individual correspondent signs his name below this. (See § 113.) Sometimes when an individual writes for the firm his office in or connection with that firm appears in type below his pen-written signature. (See § 111.)

107. The Formal Social Letter. The form in § 115 is to be preferred for professional correspondence and, like the frock coat, for semi-formal social occasions. It is just

the usual business form with the inner address brought down to the lower left hand corner.

108. Intimate Correspondence. The form of § 116 is appropriate to intimate correspondence with friends and relatives, the letters of friendship.

109. The Intra-House Note. The form in § 117 is that of a note to be used *only* within the same business organization. It evidently has arisen from annotations upon papers passing from one desk to another. In the date line the first number indicates the month, the second the day of the month, and the last the year.

110. The Postal Card. The form in § 118 is that of a purely business postal card. It is essentially like the ordinary letter form except that the inner address is omitted to save space.¹ Some correspondents use the name [without any address] as the salutation. Writing across the short width of the card saves space and improves the appearance.

¹ The inner address appears on the usual letter as a safeguard against the loss of its envelope.

Section 111

ALABAMA CENTRAL RAILROAD COMPANY
Fourth Street and Michigan Avenue
Chicago

ALABAMA CENTRAL RAILROAD COMPANY
Fourth Street and Michigan Avenue
Chicago

Chicago, March 6, 1925.

Mr. Alexander Kennedy,
613 West 72nd St.,
Chicago, Illinois.

Dear Sir:

Our Mr. McGay reports that you still expect to get \$100,000 for your parcel of ground which we desire for our new Sixty-third Street office building, and that you will not believe his offer of \$76,000 is our last word in the matter.

As much as we should like to have this parcel, we cannot pay more than the \$76,000; and we cannot delay longer. Unless we receive your acceptance of this offer by Tuesday, March 10, the architect will set his draftsman to work upon the details of an eight-story building to cover the ground we now own, surrounding your parcel on the south and east. When once these expensive drawings have been made, we cannot afford to change the ground plan.

Yours truly,

Elihu Norbury
Vice-President

EN:ES

Section 112

BARTON, KIRBY & NOONAN

Men's Fine Clothing
TENTH AND CHOCUNUT STREETS
PHILADELPHIA

November 30, 19--

Miss Mabel Strong
Sand Point, Florida

Dear Madam:

We sympathise with you in your annoyance at the fraying of the collar on the coat you bought from us last month. With such use as you have given it the garment should not have showed any signs of wear within a year. We do our best to prevent such disappointments to our customers by buying from the most reliable makers we can find and then carefully inspecting every garment before putting it into stock. When these precautions prove inadequate, we are eager to make a satisfactory adjustment.

If you were to be in Philadelphia soon, we should suggest that you bring the coat in and select another. Perhaps under the circumstances it will be most agreeable to you to take it to the best tailor in your vicinity and have him replace the collar at our expense. If because you cannot match the material it is necessary to replace the cuffs also, we expect to pay for that also.

Let us assure you again of our earnest desire to save you all such vexations as this and of our eagerness to make good when, in spite of our utmost care, they do occur.

Respectfully yours,

Walter E. Norman

Section 113

FEDERAL SUPPLY COMPANY

Wholesaler to the Variety Trade

BEST GOODS - LOWEST PRICES - PROMPT SERVICE

623-627-629-631 DANLEY AVE.

DALLAS, TEXAS

May 4, 19--

Messrs. Bassett & Little,

Ironton, New Mexico.

Gentlemen:

When we were informed not long since that you had bought out your former employers, we hoped that we might receive an even larger share of your business than we had so far enjoyed. Not having heard from you, we would ask whether we were misinformed as to the change of ownership or whether you have made such a change in your business that our catalog no longer interests you.

If anything has happened to displease you, please be frank with us. We want to know the weak points in our system as well as the strong ones.

We aim to make each issue of our catalog a book that keen buyers cannot miss except to their own loss. The current number is in a merchandise way one of the most interesting books we have ever issued. You cannot afford to overlook some of the excellent bargains we are offering this month on the yellow pages.

Certainly we are in better shape to take care of you now than ever before. Our stock is more complete, our prices nearer hardship, and our facilities for handling business more nearly perfect.

Asking the favor of a frank reply, and wishing you a prosperous season, we are

Yours very truly,

FEDERAL SUPPLY COMPANY

by

H. M. Sargent

HMS/JR

Section 114

1167 E. 62nd St., Chicago,
Feb. 6, 1913.

The Daus Duplicator Co.,
111 Johnson St.,
Pittsburg, Pa.

Gentlemen:

I enclose a draft for \$8.85 to pay for the following:

1 Daus Duplicator No. 1	\$5.00
1 roll negative cloth	2.00
1 doz. sheets carbon paper	1.00
1 lb. protecting powder	.30
1 bottle blue hectograph ink	.15
2 bottles black " "	.40

Total \$8.85

Please ship at once by Wells Fargo Express.

Yours truly,
WILLIS E. KENNEY

Section 115

1167 E. 61st St.
Chicago, Illinois
Feb. 6, 1913

My dear Mr. Clapp:

I am sorry that I cannot promise that our school will use the experimental course you have prepared for the Illinois Association of Teachers of English. If we find that we can use it, we shall need two more copies.

I am personally eager to see the experiment tried, but I am not teaching the classes for which it is designed. If the assignments of classes for the semester were definite, I might perhaps persuade the teachers to use it; but probably we shall be so late in getting settled that it will be impossible to use any course covering eighteen weeks.

Very truly yours,
ERNST LICHTER.

Professor John M. Clapp
Lake Forest, Illinois

Section 116

1324 Winthrop Ave.,

Jan. 25, 1920

Dear Walter:

We have thought about you a great many times lately; but have not been able to take a day off to come to the North Side. We are very sorry you could not come over the day John and Sara were here. We saw them again that week when they came to the South Side for a Christian Science lecture in the church here.

It was good news that Donald had entirely recovered from the measles. Of course he is at home today because of Lincoln's Birthday. Has he reached the stage where he enjoys a day off from school?

Do you remember Art's saying Thanksgiving that stock in the Hayes Company was worth 240? It is selling for 320 now. I wish we could have bought some of it then.

About how long is Mabel's sister to stay? We want to get over before she leaves, if possible.

Give Mabel and Donald our love.

Your cousin,

HARRY.

Section 117

2/14/09.

MR. SMITH:

Please announce in your room that we shall have no school tomorrow because the coal supply is exhausted.

F. ORR COMFORT.

Section 118

5115 Indiana Ave.,
Louisville, Kentucky,
May 7, 1917.

Gentlemen:

Please call at your
earliest convenience for the
following articles to be returned
for credit: 1 camera, 1 necktie,
3 pairs socks, and a 3x6 Cref
rug.

Please charge and send the
following: 1 lb. pure sugar stick
candy, assorted flavors, Victor
record 94,379, and 2 pairs
Buster Brown stockings, tan,
size 8.

Yours truly,
E. J. Money.

Section 119

THE NATIONAL TEACHERS INSTITUTE
808 WEST SIXTY-NINTH STREET
CHICAGO, ILLINOIS

Miss Lillian E. Whiton,
2825 Mariquita St.,
Long Beach,
California.

After 5 days return to
THE MACMILLAN COMPANY
PUBLISHERS
64-66 FIFTH AVENUE
New York, N. Y.

Messrs. Hibbard & Wright,
417 Broadway,
New York City.

CHAPTER VIII

SPELLING

A. HOW TO LEARN TO SPELL

Are you a good speller? If you are, the material of this chapter presents little of a problem to you. But perhaps you are not. Perhaps you have come to feel that English words are not spelled as they are sounded and that only those with a special gift for spelling can ever approach perfection in it. Both ideas are wrong. This chapter will show you how to master spelling in a common sense way with only reasonable labor.

The large majority of English words are spelled as they are sounded. If this were not true, we could not speak of spelling a word as we sound it, for the letters would not have any recognized sounds. The first step, then, in mastering spelling is to learn to translate a spoken word into a written one, representing each of the sounds in its order by the letter which usually stands for it. *Stop, not, state, cat, cumulative, accommodate, aerial* and thousands of other words, long and short, familiar and unusual, have been mastered when once you have learned the sounds of the letters and have gained some facility in analyzing spoken words into their sounds. Long words are best translated a syllable at a time. You must take extreme care to enunciate correctly, for the sounds you habitually utter are the ones you will translate into letters.

The remainder of the words may be divided into two

classes: (a) those in which sounds are represented by familiar combinations of letters such as the *igh* in *weigh*, *sleigh*, *neighbor*, etc., or the *ee* in *career*, *sleet*, and *sateen*, or the *ea* in *mean*, *meat*, *treat*, *sea*; (b) those in which unexpected silent letters appear or in which the sounds are represented in unusual ways—e. g., *knot*, *kiln*, *dye*, *mortgage*, *schedule*, *choir*. Words belonging to either of these classes will need some individual study, but those in which the common combinations appear are relatively easy; all that one needs to do with such a word is to note which combination is used and associate it with others of its kind, as *may*, *say*, *stay*, *pray* or *machine*, *oleomargarine*, *Philippine*, *marine*. The words with silent or irrational letters are best learned by finding the point of difficulty and then fixing attention upon that. Not mere looking at a word but active oral and written spelling of it is necessary for quick learning and permanent memory. A good plan is (1) to examine the hard word carefully, (2) to close eyes and try to see the word, (3) to look back at the word and correct any mistake in the mental picture of it, (4) to close the eyes again and look back again, (5) to write the word without looking at the book, and (6) to correct the written word.

All of the words in the first five lessons are spelled exactly as they sound.¹ The teacher will pronounce these for oral study. The pupils should merely think what letters usually stand for the sounds these words contain, and spell. It will be helpful for the pupils to pronounce the words before attempting to spell.

¹ You must remember that *c* has naturally two sounds in English: that of *k* before *a*, *o*, and *u*; and that of *s* before *e* and *i*. In practice the *k* sound is oftener represented by *c* than by *k*. *tion* for "shun," though not strictly phonetic, is the usual means of representing that syllable in English.

B. WORDS TO LEARN

LESSON 1

arrive	attention	amount	chocolate	convict
April	argument	addition	conductor	command
among	application	athlete	collection	crowd
act	athletic	broke	comparison	combination
August	alcohol	beg	confectionery	condition
attempt	ammonia	between	citizen	century
action	aluminum	banana	colonies	convention
arrest	accountant	bachelor	consideration	convince
appoint	assembly	bookkeeper	cities	calamity
allow	appetite	beginning	connection	carry

LESSON 2.

capture	during	divide	else	entire
cheek	don't	decision	expect	education
copy	degree	diamond	evening	examination
carried	department	description	everything	estimate
copartnership	district	director	elect	entitle
compel	dollar	disappointed	enjoy	evidence
clerical	drown	disturbance	election	exercise
consumer	direction	doctor	escape	experience
competition	debate	duplicate	enclose	eraser
duty	difficulty	diploma	estate	energetic

LESSON 3

enthusiasm	fifth	graduate	imprison	liberty
fiftieth	figure	history	interest	length
February	fact	himself	information	local
further	fortune	honor	illustrate	laboratory
famous	family	inseparable	include	mahogany
forward	getting	influence	itself	millinery
factory	God	inaccurate	instead	merchandise
final	gentleman	important	intention	manufacture
favor	government	inspector	intensely	molasses
feel	governor	immediate	January	majority

LESSON 4

motion	national	oblige	prison	present
mention	ordinarily	overdue	political	prompt
manner	obedience	plan	property	perhaps
madam	operator	press	period	popular
matter	Oriental	proper	private	particular
need	organize	person	publish	probable
November	occupy	population	progress	prosperous
number	objection	personal	president	partner
navy	omit	perfect	position	pistol
newspaper	October	public	primary	possible

LESSON 5

reversible	request	sudden	signature	sacrifice
result	rule	slide	sensible	secure
running	rapid	September	support	semiannual
remember	remnant	station	serve	sanitary
regard	something	struck	several	stimulate
reply	sorry	spend	select	storage
represent	subject	sandwich	section	twelfth
rather	study	similar	Saturday	transparent
refuse	size	shingle	statement	turpentine
rate	shed	subscription	serious	term

LESSON 6

This will be an oral spelling match. Two captains will "choose up," the opposing parties standing on opposite sides of the room. The teacher will not indicate a misspelling until the next pupil (on the opposite side, of course) has had a chance to point it out and spell the word correctly. If the next pupil does not notice the error, the teacher will give the word again to another pupil. For every word missed by one side and corrected by the opposing side, the side in error shall forfeit to its opponents the player standing next to the captain. The side having the majority of players at the end of the match wins.

LESSON 7

believe	chief	receive	weigh
niece	siege	deceive	sovereign
fierce	brief	conceive	eight
piece	thief	ceiling	neighbor
shriek	grieve	receipt	foreign
shield	yield	deceit	reign

What sound does the underlined diphthong have in all the words in the first three columns? What is there alike in all the *ei* words in the third column? What sound does the diphthong have in the words of the fourth column? Can you see that the words in this column were all once pronounced alike? Make a rule which shall include the sound of the diphthong and the letter which precedes it.

Find other words to which to apply the rule. In doing this exercise you will probably come upon *either*, *leisure*, *neither*, *seize*, and *weird*, which are exceptions to the rule. It is the common words in which the diphthong is preceded by *l* or *c* in which most mistakes are made; they should be given most attention.

LESSON 8

To fix the rule studied yesterday, let the members of the class engage in a series of spelling duels. Each will come prepared with a list of ten *ei* and *ie* words not given in yesterday's lesson. Two pupils will stand and by turns give each other these words to spell. To hesitate is to be wounded; to misspell is to be killed.

NOTE. *The words in the next 15 lessons are all familiar and really easy to spell. Some of them, however, are not spelled just as they sound. In each work look for the difficulty, the letter that is not the one you might expect.*

LESSON 9

forenoon	search	feature	provision
injure	machine	increase	different
against	toward	Christmas	complete
avenue	treasure	already	busy
entertain	success	promise	business

LESSON 10

prepare
often
stopped
theater
certain

opinion
therefore
affair
marriage
doubt

improvement
guess
really
Wednesday
circular

LESSON 11

official
accident
recent
earliest
scene

discussion
finally
minute
suggest
sincerely

cordially
extreme
annual
decision
recommend

LESSON 12

discussion
circumstances
appreciate
calico
faint

freeze
macaroni
cinder
consider
decide

LESSON 13

freight
disappear
earnest
bicycle
article

cashier
service
motor
ninth
ninety

LESSON 14

all right
already
cellar
definite
visible

grammar
muscles
initial
bawl
presence

LESSON 15

o'clock
particle
succeed
interrupt
moreover

photograph
approve
brilliant
gamble
cellar

LESSON 16

surprise
ceiling
prairie
creditor
debtor

despair
review
process
announce
separate

LESSON 17

occasion
journey
license
patience
pleasant

remittance
successor
sulphur
committee
impression

LESSON 18

nickel
till
until
sheriff
cancelled

defense
publicity
profession
cement
confession

LESSON 19

campaign
mileage
enterprise
hickory
assistant

independent
defendant
sufficient
efficient
cylinder

LESSON 20

courteous
familiar
grateful
criticise
descendant

release
assignment
assessment
saucer
parallel

LESSON 21

privilege
league
character
bilious
chandelier

emphasis
skein
luncheon
contagious
wrench

LESSON 22

architect
wholesome
pharmacy
celluloid
conscientious

fiery
pamphlet
tobacco
village
villain

LESSON 23

mischievous
eyelet
distributor
shoeing
cocoa

crystal
column
cyclone
receptacle
pursue

LESSON 24

stop stopping
begin beginner
control controllable
offer offering
regret regrettable
travel traveler
prefer preferred

stopper stopped
controller beginning
offered controlled
regretting controlling
traveled preference
preferring

stoppage
controlling

develop	developed	developer	developing	
omit	omitted	omitting		
occur	occurred	occurrence	occurring	
float	floated	floating		
invest	invested	investing	invester	
convert	converted	converter	converting	convertible

When the suffixes are added to these words, some of them double the last letter. Are the final letters in these words in which the doubling occurs vowels or consonants? What precedes the final letter in each case? Where is the accent in each of these words in which the doubling takes place? Show how the words in which doubling does not take place are different from the others. Formulate a rule.

Bring to class a list of twenty words which this rule would help one to spell.

LESSON 25

This is to be an oral spelling match like the one in Lesson 6 except that each pupil is to furnish the teacher with a list of ten words not found in Lesson 24 but illustrating the rule given there. If the word contains any spelling difficulty other than the question of doubling the final consonant, the teacher will reject it.

The words in the next eight lessons are easy ones similar to those in Lessons 9-23. Find the difficulty in each one.

LESSON 26

fourteen	biscuit
forty	cipher
fourth	absence
foreign	boundary
accommodate	guest

LESSON 27

handsome	attendant
injurious	behavior
height	chauffeur
bureau	rough
acquaintance	installment

LESSON 28

disguise
embarrass
juice
righteous
raisins

dye
cancellation
hydrant
impression
sergeant

LESSON 29

wholly
magnificent
omission
knock
offensive

color
collar
juvenile
rheumatism
traffic

LESSON 30

instantaneous
presidential
scissors
overdraft
knuckle

champagne
mysterious
conveyance
conceit
preceding

LESSON 31

commercial
plumbing
opposite
secrecy
congratulate

hosiery
apprentice
stencil
prepare
analysis

LESSON 32

colonel
bankruptcy
anxiety
shepherd
distinguish

revenue
concentrate
anthracite
ambitious
encourage

LESSON 33

hesitate
cautious
technical
employee
sovereign

substantial
accidentally
limb
necessary
boulevard

LESSON 34

Mr.
Mrs.
Prof.
Rev.
Dr.
Messrs.
St.
Ave.
Blvd.
Pres.
Sec.
Treas.
Jr.
P. O.
C. O. D.

Professor
Reverend
Doctor

Street
Avenue
Boulevard
President
Secretary
Treasurer
Junior
Post Office
collect on delivery

LESSON 35

Asst.
Bldg.
Bro. (Bros.)
etc.
i. e.
e. g.
viz.
inst.
ult.
f. o. b.
Hon.
Capt.
Esq.

Assistant
Building
Brother (Brothers)
and so forth
that is
for example
namely
instant
ultimo
free on board
Honorable
Captain
Esquire

LESSON 36

Jan.	January
Feb.	February
Mar.	March
Apr.	April
May	May
June	June
July	July
Aug.	August
Sept.	September
Oct.	October
Nov.	November
Dec.	December

LESSON 37

desire	desirable	leisure	leisurely
move	movable	move	movement
excuse	excusable	definite	definiteness
repute	reputable	indorse	indorsement
believe	believing	immediate	immediately
dine	dining	hoarse	hoarseness
separate	separating	passive	passively
retire	retiring	refine	refinement
expense	expensive	separate	separately
distribute	distributor	retire	retirement

With what letter do all the words of the first column end? With what class of letters do all the suffixes added to make the words of the second column, begin? What happened to the final *e* of the original words?

With what class of letters do all the suffixes added to the third-column words to make the fourth column, begin? What happened to the final *e* of the original words? When, do you think, is final silent *e* dropped?

Make a list of at least ten other words ending with silent *e*¹ and try adding to each of them any suffixes which will form new words. Put these on a slip of paper for your teacher to use in an oral spelling match.

LESSON 38

Each pupil will furnish the teacher with a list of ten words illustrating the rule of Lesson 37. The teacher will then pronounce fifty words chosen from these lists for written spelling by the class. Pupils will exchange papers, across the aisle if possible, and correct each other's work. This will be easier if five pupils each put ten of the words upon the blackboard.

NOTE. Make sure that you understand each sentence in the lessons which follow. Study especially the italicized words, and learn how to use them. The teacher may dictate the sentences here, or others of his own composition—or may give the words for you to use in sentences; you are to be ready for all of these.

LESSON 39

Max made an *affidavit* (written statement, signed under oath) that the *assets* (property available for paying debts) were greater than the *liabilities* (obligations to pay others).

The tremendous heat of the great fire did not *affect* (change in any way) the papers in any of the safes lined with *asbestos* (a mineral substance which does not conduct heat).

LESSON 40

One of the *effects* (results) of the *extension* (continuation) of the Popular Gas Company's *franchise* (government permission to operate a public-utility business) will be the *collapse* (fall, failure) of a half a dozen new-born rivals.

In this *crisis* (turning point) you must *adopt* (take for one's own) a more *aggressive* (vigorous, self-assertive) policy.

¹ Do not include any words ending in *ce* or *ge*.

LESSON 41

We shall adopt several of the *devices* (schemes) which we found in use in your office but we shall have to *adapt* (change to fit) them to our *quite* (entirely) different conditions.

Over the door of the storehouse in which the *combustible* (easily burned) materials were kept was a sign, "No Admittance!"

LESSON 42

The first payment upon his *annuity* reached him on the *anniversary* of his retirement from the presidency of our firm.

You swore that the signature to the check was *authentic* (genuine) and *accordingly* I cashed it.

If the prospects of your undertaking were as good as you say they are, you would not have to *canvass* the whole city for *capital* (money) with which to *develop* it.

LESSON 43

Inasmuch as the *career* of our *client* (lawyer's or doctor's patron) in this country is, so far as we have been able to *investigate* it, *quite* (entirely) free from any wrong-doing, you should not give too much weight to his *admission* that he did *embezzle* a small sum thirty years ago in Canada.

LESSON 44

It is unlikely that any man will ever again *accumulate* (pile up) so *colossal* (very large) a fortune in such a brief time.

Our bank's *adherence* (clinging to) in this *crisis* (time of difficulty) to its traditional policy of lending only half the value of the *collateral* (valuables deposited with the lender) is one *instance* (example) of its *fidelity* (faithfulness) to the interests of its depositors.

LESSON 45

Your *contention* (assertion, claim) that the paintings in the *corridors* of the *capitol* (building) are *especially* (more than usually) well executed is *erroneous* (mistaken, in error).

Until the final settlement of the estate is approved, the *administrator* is *amenable* (responsible) to the court.

LESSON 46

The *clearing house* is the most *convenient* means the banks have been able to *devise* (invent, plan) for *transacting* (carrying on) their business with each other.

It is *obvious* (easily seen) that the more *compact* (crowded together, condensed) the form to which your apparatus can be reduced, the more readily *portable* (capable of being carried) the thing will be.

LESSON 47

His *allusion* (mention of, reference to) to the reckless *expansion* (enlargement) of the volume of currency by the "wild cat" banks of Jackson's day was not understood by his audience.

His property *adjoins*—that is, lies right *beside*—some of mine.

LESSON 48

Besides an *auger* (tool for boring), you will need also a *chisel*, a hammer, a saw and a *plane*.

Eventually (in the outcome, finally) we hope to *eliminate* (cast out) all *fraudulent* (by fraud) voting.

LESSON 49

Twenty-one *carat* gold is only *twenty-one twenty-fourths*, i. e., *seven-eighths*, pure; but we do not speak of it as *adulterated* because the less precious metal is added to make the composition hard enough to be *durable* (wear-resisting).

LESSON 50

In accordance with a resolution of the *stockholders* the directors of the American Beet Sugar Company today voted to reduce the *dividend* (distribution of profits among the stockholders) to 1% *quarterly* (every three months). This is one of the *effects* of the recent slump in the price of *granulated* sugar.

We all owe *allegiance* (loyal support) to the United States.

LESSON 51

In this *emergency* (difficult situation) he found *compliance* (obedience, agreement) with our demands *expedient* (immediately profitable).

Aerial currents, or winds, are caused by unequal heating, just as are the currents of water in a kettle.

LESSON 52

During a *crisis*¹ in our relations with any foreign country the prices of stocks *fluctuate* (vary, go up and down) wildly.

I remember very well that old *itinerant* (traveling) library in its *dilapidated*² (out-of-repair) *canvas*-covered case and the *genuine suspense* with which we awaited the reading of the *catalog* by the teacher.

LESSON 53

<u>city</u>	<u>cover</u>	<u>bicycle</u>	<u>campaign</u>	<u>certain</u>
<u>civil</u>	<u>cake</u>	<u>criticise</u>	<u>curtain</u>	<u>face</u>
<u>success</u>	<u>courage</u>	<u>clapboard</u>	<u>contain</u>	<u>stencil</u>
<u>fence</u>	<u>cancel</u>	<u>customary</u>	<u>cultivate</u>	<u>cite</u>

In some of these words the *c* is soft — i. e., it has the sound of *s*; in others it is hard — i. e., it has the sound of *k*. What letters follow it when it is soft? When it is hard? Note *fence* and *face*, in which the letter following *c* is silent.

The same rule holds for *g* also, although there are more exceptions.

What would be the effect of dropping the *e* in combining notice+able? What sound would the *c* then have? In combining courage+ous? What sound would the *g* then have? Find other words ending in *ce* and *ge*, and add suffixes beginning with vowels. Write these down for your teacher to use in an oral spelling match.

LESSON 54

We must ask the salesmen on the road to *economize* in expenses as much as possible and to eliminate the *expenditures* (paying out money) for *elaborate* entertainment of possible *customers*.

¹ Singular. The plural is *crises*.

² Purists apply this word only to stone buildings. Why?

In this hearing upon the rates to be charged its *patrons* isn't it *significant* that the Oakdale Gas Company has tried to *envelop* (wrap) the operations of its *subsidiary* (helping) companies in obscurity?

LESSON 55

The observance by the schools of the national birthdays, February 12 and 22, should be made *obligatory*. They assert that their *beveled* (see dictionary) *gears* are *superior* to (better than) all others upon the market because it takes a *minimum* (smallest amount) of oil to *lubricate* (reduce friction in) them.

LESSON 56

The rise in the cost of *jute*, which is *indispensable* (necessary) in the manufacture of linoleum, is the *ostensible* (assigned, not always sincerely) reason for this new advance in the price of the latter.

He was only the *nominal* (in name) head of the bank; he really devoted most of his time to his more *lucrative* (profitable) law practice.

LESSON 57

Such a *grievance* (ground for complaint), which did not in any *fundamental* (see dictionary) way affect wages, hours, or circumstances of labor, is, I *reiterate* (repeat), *inconsequential* (unimportant). To *exasperate* (irritate, madden) the employees by such a series of petty *deductions* from their pay *envelopes* is *inconsistent* (not in agreement) with your pretended desire for their good will.

LESSON 58

He was always so *diligent* (busy), even *strenuous* (cf. "T. R.") in his conduct of the bank's affairs that any suggestion that he would prove a *defaulter* (thief) would have been considered *impertinent* (out of place, impudent).

She has a *dual* (double) personality: in some moods she is as *demure* (modest, quiet) as a nun, and in others so *boisterous* and impudent as to *intimidate* (frighten) even the police.

LESSON 59

The quiet dripping of water upon stone seems almost *destitute* (lacking entirely) of *effect*, but in a year the cumulative (combined) *effect* of those drops of water is a very *noticeable* hollow in the stone.

Henderson was certainly in a *dilemma* (see dictionary): he must either fight a *duel* with his sweetheart's brother or prove that he was not *responsible* for the *memorandum* found in his desk.

LESSON 60

Few who entered the *sumptuous* (rich, elegant) waiting room thought to doubt the firm's *solvency* (ability to pay all debts).

"The Messenger" is *unscrupulous* (without principle) enough to *supplement* (fill out) news favorable to its party with imaginary details yet more favorable and to *suppress* (keep secret) entirely news that it thinks unfavorable to its designs.

The vote to *reimburse* (repay) Westcott for his expense in conducting the *preliminary* (preparatory, introductory) investigation was *unanimous* (all of one mind).

LESSON 61

Add to each of the stems given below as many as possible of these suffixes: *able, ible, er, ed, ing, ful, ly, ment, ness, less, or, age, ive, ation, ion, ence, ance*.

blame	despair	hop	aggressive
love	disburse	suffer	announce
scheme	sale	peace	infringe
date	service	exquisite	celebrate
lose	practice	equal	sign
pursue	charge	expire	demur
rescue	persuade	judge	cancel
enlist	receive	refer	repel
admit	propel	condense	commit
benefit	prefer	permit	hope
defer	infer	submit	transfer
write			require

LESSON 62

Some parts of the Chinese *Empire* are so very *populous* (densely inhabited) that even in the best years the *margin* (excess) of production over consumption is slight.

Not all the *benevolent* (literally, well-wishing) societies of the town together *disburse* (pay out) as much every year for charity as does this one *infallible* (unfailing) friend of the poor.

There are many *ingenious* (clever, cunning) ways to imitate a patented article and yet not *infringe* (break in upon) upon the patent.

LESSON 63

I shall have to *consider* the case *further*, even receive *further* reports from the *umpire*, before *formally* approving your *proposals*.

The purchase of land for school use is usually a *tedious* (tiresome) *transaction*, commencing with a very low offer by the Board of Education, so low indeed that the owner always *dethurs* (hesitates, objects), and ending with the *issuance* by the City Treasurer of a *warrant* (written order) for the purchase price as determined by the court.

LESSON 64

Every city takes pains to *discourtenance* (discourage, frown upon) the building of *tenements* (cheap, crowded apartments).

We have finally escaped the *illusion* (false belief) that tuberculosis is *hereditary* (inherited).

The first *essential* (necessary quality or point) of a good law is that it shall be *flexible* enough to permit a *humane* (kind) judge to deal justly with the very *diverse* (unlike) characters who come into his court under *identical* (the same) charges.

LESSON 65

So far as my *observation* goes, *linseed* oil is an *ingredient* (a part) of all paints which give the *maximum* (greatest possible) spread per gallon.

A note upon which no payment has been made and no *judgment* (court order for payment) obtained for twenty years, is *outlawed*; this is *equivalent* (the same in substance) to saying that it is beyond the action of the law and cannot be collected.

LESSON 66

In order to make the public *familiar* with the *inimitable* (impossible to imitate) flavor of our Barley Flakes, we make a special *introductory* price of nine cents a package.

Up to the present the only practical *implement* (tool) for the cultivation of onions has been a *peculiarly* shaped hoe, and the *hoeing* has been very *laborious*.

We should never use *balance* to mean the rest or remainder of anything, although it is correct to speak of a man's bank *balance*, meaning the amount remaining there to his credit.

LESSON 67

The manager *summoned* the head of the white-goods department and instructed him to *replenish* (refill) the stock of *canvas* as soon as was *practicable*.

It would be *presumptuous* (forward, conceited) to maintain that all the pupils of our school will succeed but certainly a larger *proportion* of them than of the pupils from Blank's College will do so.

LESSON 68

When we saw the blaze in the corner of the room and realized that we were locked into a room in which everything was *inflammable* (easily set on fire), we had no hope of *deliverance* (rescue).

It is *nonsense* to assume that all the *immigrants* (people entering this country) *emigrated* (left) from their former homes for the same reason.

This *occurrence* furnished *tangible* (touchable) evidence that the mahogany furniture was only *veneered* (covered with a thin layer).

LESSON 69

The *preëminent* (most notable) service of the Roman Empire was the *transmission* of Greek culture to Western Europe.

Because leather of this sort came originally from *Morocco*, we still call it *morocco* leather.

He had removed the *kernels* of the nuts and fashioned miniature (small) baskets from the shells.

As the ship plunged and lurched through the mountainous seas, such terrible *nausea* (literally, seasickness) came upon everything on

board that even the tiger which had escaped from its smashed cage did not *molest* (annoy, attack) any one.

LESSON 70

To be *concise* (brief) and *precise* (exact) I should say that a *promissory* note is *negotiable* (salable) only when it is payable to the order of the *payee*.

For the very *onerous* (burdensome) work of *administering* (giving) an *oath* (vow to tell the truth) and signing his name, a *notary* receives twenty-five cents.

LESSON 71

Please send me a *ream* (500 sheets) of the plain 24-lb. white bond and 2 *quires* (24 sheets) of the *gilt-edged* ladies' note with one package of envelopes to match.

This new *schedule* (formal list) of *salaries* will *supersede* (replace) the old the first of next month.

LESSON 72

He was so *suave* (smooth of tongue) that even the most *judicious* (prudent, wise) did not suspect him of being a *rogue* (cheat) and people rushed to join the *syndicate* (see dictionary) he was forming.

It would be *sheer* (pure) *recklessness* to start so large a building with only a *vague* (indefinite) understanding concerning the price to be paid.

LESSON 73

Alabama	Ala.
Alaska	
Arizona	Ariz.
Arkansas	Ark.
California	Cal.
Colorado	Colo.
Connecticut	Conn.
Delaware	Del.
District of Columbia	D. C.
Florida	Fla.
Georgia	Ga.
Guam	
Hawaii	

LESSON 74

Loose-cut mantles (long capes) of white *serge* had a *transient* (passing) *vogue* (popularity, fashion) last spring.

Legislators should receive *mileage* (pay for traveling) only over the shortest *routes* from their homes to the *capital* and only once for each session.

LESSON 75

The Japanese *concede* (admit, yield the point) that we have the right to *restrict* (limit) *immigration*, but they contend that we ought not to *adopt* any *statute* (law) which is not *impartial* (fair to all) in its treatment of all races.

LESSON 76

A New York importer shipped a complete dinner set of *fragile* (easily broken) *antique* (very old) *porcelain* (china) to a *connoisseur* (see dictionary) and collector in Columbus, Ohio. Because several of the *dessert* dishes, really the most *exquisite* (delicately beautiful) shapes in the entire set, were cracked and chipped, he attempted a bit of *deceit*. First he wrote to the customer that he could not *guarantee* the safe arrival of such delicate objects, and then he packed these damaged dishes in packages that even a *novice* (new hand) would have known would be broken.

LESSON 77

Upon the *advice* of his *counsel* (attorney) the *consignee* (person to whom goods are sent) decided to *accept* all of the shipment *except* the two broken packages. The *consequence* (result) was a *controversy* (dispute) with the *consignor* (shipper) of the goods.

LESSON 78

The *consignor* *alleged* (asserted) that by the *acceptance* (receiving with approval) of part of the consignment the *consignee* had *incurred* (brought upon himself) liability for the whole. The *consignee* said that the breakage was due to *inadequate* (insufficient) packing and that the loss ought to be borne by the shipper.

LESSON 79

Moreover, he insisted that the value of the unbroken dishes was so greatly *impaired* (diminished) by the incompleteness of the set that he would really *lose* if he paid *pro rata* (in proportion) for what he had received. This *latter* point, however, he was willing to *waive* (give up).

LESSON 80

The dealer, seeing that he could never *coerce* (drive) the customer into making any *concession* (allowance), offered as a *compromise* to accept payment of the *pro rata* value of the unbroken dishes. I *advised* the customer to take the offer, which was more *equitable* (just) than it seems, because the original price had been very low.

LESSON 81

Idaho	
Illinois	Ill.
Indiana	Ind.
Iowa	
Kansas	Kans.
Kentucky	Ky.
Louisiana	La.
Maine	
Maryland	Md.
Massachusetts	Mass.
Michigan	Mich.
Minnesota	Minn.
Mississippi	Miss.
Missouri	Mo.

LESSON 82

Amateurs adhere (stick to) more closely than *professionals* to traditions; they are much less ready to *alter* (modify) their habitual methods.

Her *clothes*, which had been intended for a person of less *avoirdu pois*, were so tight she could scarcely *breathe*.

LESSON 83

She judged the *excellence* of the *cloths* (kinds of cloth) the tailor showed *merely* by the price; the more *exorbitant* (out of reason) the price, the more *excellent* she supposed the *fabric* to be.

The *commission* (pay for selling) on twenty-five *bales* of cotton is more than sufficient to pay for the *maintenance* (upkeep) of the office.

LESSON 84

The *lieutenant imbued* (filled) all his men with his own ideal of *incessant* (constant, ceaseless) watchfulness.

The old supposition that *exposure* to a *contagious disease* was sure to result in the contraction of that disease has been proved by *statistics* (numerical summaries of facts) to be false.

LESSON 85

His *censure* (blame) of *faults* was *excessive* (beyond reasonable bounds); his praise of achievements far below their real *desert* (what they deserve).

I *assure* you that by our *naphtha* process we clean the most *delicate feminine apparel* (clothing), e. g., white opera *wraps*, without the slightest injury.

LESSON 86

The city fire department *condemned* the theater because the *aisles* were too narrow.

After making a *circuit* of the church the *bier* (coffin) was set down before the *altar*.

I *infer* (reason) from the *facility* (readiness) with which you read that almost *illegible* (unreadable) writing that you are a postal clerk.

LESSON 87

Montana	Mont.
Nebraska	Nebr.
Nevada	Nev.
New Hampshire	N. H.

New Jersey	N. J.
New Mexico	N. Mex.
New York	N. Y.
North Carolina	N. C.
North Dakota	N. Dak.
Ohio	
Oklahoma	Okla.
Oregon	
Pennsylvania	Pa.
Philippine Islands	P. I.

LESSON 88

You *exaggerate* (enlarge beyond the truth) when you say that every *idle* moment is an *irreparable* (not to be repaired) loss. *Perpetual* (never ceasing) motion is no more possible for man than for a machine; the faster he goes, the sooner he will run down.

The *procedure* (plan of action) of my *predecessor* (one who went before me) in this office was to follow the *precedents* (examples) but I shall *proceed* (go forward) upon the *principle* (rule) that "new *occasions* teach new duties."

LESSON 89

Of *course*, they will *rectify* (make right) the mistake, but it is a *nuisance* (annoyance) to have to go down town today when I *meant* (intended) to have a holiday.

The *principal* (chief) source of their *prestige* (influence due to reputation) is the *punctual* (prompt) way in which they *perform* (carry through) their undertakings in spite of all *obstacles* (difficulties, obstructions).

LESSON 90

All the *prophets* of the Board of Trade *prophecy* that the *phenomenal* (unusual) crop of *maize* (corn) will seriously *affect* the price of the other *cereals* (grains).

He has the *option* (choice) of selling the store and reinvesting the *proceeds* (money received) in bonds or of continuing the business under a manager with *lessened* (reduced) *profits*.

LESSON 91

That new black *brocade* (silk with raised pattern) has *elicited* (called out) more *compliments* than any dress I had ever had.

Fetzer experienced the deepest *chagrin* (disappointment and *embarrassment*) when he learned that you were for Willsey, because he had counted upon you as one of his *staunchest allies*.

The producers will *suppress* the whole film rather than *accede* (yield) to the demand of *censor* (official critic) that they cut out the scene of the *illicit* (unlawful) distilling in the mountains.

LESSON 92

The rabbit Tom tried to keep in the yard *burrowed* (dug a passage) under the fence and escaped into the *alley*.

Present this *coupon* (pronounced kōōpon) to the *steward* on the boat, and he will assign you a *berth* (bed).

The *complement* (that which is needed to complete) of seven-eighths is one-eighth.

LESSON 93

Porto Rico	P. R.
Rhode Island	R. I.
Samoa	
South Carolina	S. C.
South Dakota	S. Dak.
Tennessee	Tenn.
Texas	Tex.
Utah	
Vermont	Vt.
Virginia	Va.
Washington	Wash.
West Virginia	W. Va.
Wisconsin	Wis.
Wyoming	Wyo.

LESSON 94

Our government sends only one *ambassador* to England, but it has a *consul* (commercial representative) in every large city.

Our *choir* (group of singers) intends, if it is declared *eligible* (qualified under the rules), to enter the *municipal* (of the city government) chorus contest next month.

His *breath* does not indicate that he has any *chronic* (habitual) indigestion. A little temporary derangement, due probably to *fatigue* (weariness) has produced a slight acidity, which a small dose of some *alkali* (a certain class of chemicals) such as cooking soda will correct.

LESSON 95

The *specimen* (sample) he brought in was a rare *species* (kind) of iron *ore*.

The object of the bandits in attempting to wreck the train was probably the \$50,000 in *specie* (coin) which was in the express car.

A *mortgage* is frequently spoken of as an *incumbrance* because it is a weight upon the property.

LESSON 96

The Carter *Juvenile* (pertaining to youth) Protective Association is an organization of parents to look after the physical and moral *welfare* (well-being) of the children in the *vicinity* (neighborhood) of the Carter School.

I am *confident* (sure) that with your *genial* (kindly) manner, your commanding *stature* (height), and your strong *credentials* (recommendations) you will get the place.

If you want that muffler to look as if it were new, wash it carefully with *Castile* soap, *rinse* thoroughly, and *squeeze*—do not *wring*—the water out.

LESSON 97

Though I went to *intercede* (plead) for Braun with the state's attorney, I did not deny his *guilt* of the charge upon which he was *indicted* (held for trial); I asked only that I be allowed to *bail* him out.

He had failed to *gauge* (estimate) the speed of the *vehicle* (carriage, conveyance) correctly and was knocked down. In his pocket was found a *casualty* (accident) insurance policy, in which his daughter was *sole* (only) *beneficiary*, *countersigned* (see dictionary) by you that very morning.

LESSON 98

So *volatile* (readily vaporized) a substance as spirits of *camphor* would evaporate almost instantly in a *vacuum* (space from which even the air is removed).

The thousand-watt (an electrical unit) *nitrogen*-filled Mazda *incandescent* lamp is practically as bright as an *arc* lamp, and *incidentally* (by chance) available for photography.

LESSON 99

The *supremacy* of the Star Automobile is due not only to its *unsurpassed* power plant, but also to a long list of *minor* (smaller) parts in which it *excels* (is better than) all *competitors*, e. g., the quick-acting *brake* and the *specially* designed *suspension* of the body.

Pour a little of Carr's *liniment* upon the sore spot, *knead* the muscle for one minute, and if the remedy does not *fulfil* our claims of instant relief, we will *forfeit* \$100 to any worthy charity.

LESSON 100

The arrangement of that *refrigerating* (cooling) room was the *acme* (highest point) of neatness—*tier* after *tier* of tubs of lard in perfect *alignment* (arrangement in lines).

At the trial he *perjured* (swore falsely) himself by saying that the *serial* (in the series) number of the stolen typewriter was 250374.

One day during a *leisure* (free from work) hour at the club the great *financier* (see dictionary) grew *confidential* (see dictionary) and explained the *scheme* (plan) by which he and his friends hoped to *harass* (annoy) Congress into another revision of the *tariff*.

NOTE. *The underlined words in the following quoted articles are to be used for spelling and vocabulary lessons. Assignments will be made by the teacher.*

HOW I CHOOSE A \$25,000 A YEAR MAN

By B. C. Forbes

Are you a \$25,000 a year man?

Can you become one?

Have you the right qualities?

Are you cultivating them?

No matter what your present position is, no matter what your salary is now, what about your future? Are you preparing yourself as you should?

To get a definition of the things that make up a high-grade business man, a definition so plain that any reader of *The American Magazine* can apply the test to himself, I went to see Frank A. Vanderlip, the farm boy who has become the greatest national banker in America. During the last few years Mr. Vanderlip probably has picked more high-salaried executives than any other man in America. *He knows.*

In eighteen months the force at the National City Bank of New York, the institution of which Mr. Vanderlip is president, has grown from six hundred to one thousand. Not only has Mr. Vanderlip personally selected all the new men with high salaries, including several vice-presidents, but he has had to find a president and vice-presidents for the new fifty-million-dollar American International Corporation, of which he is chairman; he has had to pick executives for the many-branched International Banking Corporation, recently acquired by City Bank interests, and he has had a hand, as chairman, in organizing the seventy-million-dollar Midvale Steel & Ordnance Company.

Before reciting Mr. Vanderlip's accomplishments—the way in which he worked himself up to a salary reputed to be one hundred thousand dollars a year, and his remarkable success in picking other men to work for him and with him—I will give the analysis of a \$25,000 man, just as Mr. Vanderlip gave it to me.

"What do you look for in such a man?" I asked; "a man to fill a high position in your bank, a vice president, for example."

"Personality first," he replied; "personality; or shall I say, charm? By personality I mean a man's ability to make people feel he is frank, human, capable, honest, red-blooded, a broad-gauge man.

"I want men with keen intelligence, fine training. I want men of unquestioned integrity; that goes without saying. Many a man has lost all chance of a place with me by telling me about the smart things he has done, by trying to explain how cute he had been. I don't want 'smart' people. We haven't time here to be cute.

"In choosing an officer for this bank I look for qualities that, in

their development, might someday make him presidential timber. I want an assistant cashier who may become a vice-president, a vice-president who may become the president."

"What kind of a man is that?"

"Well, he must have had large and successful experience, not necessarily as a banker—I'll admit that I had never had a day's banking experience when I was selected by Mr. Stillman as vice-president of this bank.

"Our \$25,000 man should have a good education, preferably collegiate; and, perhaps, he should have specialized in some particular phase of his profession. A special training, in law, for example, would be in his favor. The trained mind, you see, saves much time by grasping facts quickly and, usually, correctly.

"I prefer a man who is married and has a family. His age should be between thirty-six and forty-two.

"A man's prospects are better if he had a humble start and worked his way up. Conquering adversity begets strength. But this is a condition on which I do not insist.

"The right kind of man should have a lot of friends. If he has been president of his class in college, or president of his alumni association, or a club director, or connected in a big way with commercial or banking, or social or charity associations—anything to show that his friends had picked him out as a man worthy of their highest regard and favor—that would count strongly for him. This does not mean being a 'good fellow,' a clinker of glasses, or a mere handshaker. It means that people respect him, that he has personality, that he is broad enough in his information to interest people.

"I want a man with vision, with imagination, as well as a man who has studied the *raison d'être* of his business or profession. If a banker, he must see something more in banking than getting deposits at two per cent and lending them safely at four per cent.

"He must be a good team worker—this is very important. He must be more concerned in getting a thing done than in getting credit for it. He must not be overconcerned about advancement.

"Before I select a man for a responsible position I take special pains to make sure that he will work harmoniously, because the effectiveness of an organization does not depend solely on the brains in it but

rather on the brains being coördinated, on everybody pulling together. This demands a measure of unselfishness.

"Finally, in all things a man must have common sense, hörse sense, gumption—call it what you will!"

President Vanderlip is immensely proud of the men with whom he has surrounded himself. He speaks of his official family with almost as much affection as he does of his domestic family—his wife and the six little Vanderlips who gladden the banker's beautiful home on the Hudson.

I asked him to describe how he "discovered" some of the vice presidents chosen within recent years. Mr. Vanderlip began enthusiasti-
cally.

"Take ———," he said. "His career had been typical of the successful, right-stuff fellow. Born a poor country boy, he became a country school-teacher, struggled hard to get a college education, and then started as a country lawyer. He fought a case against a powerful corporation so hard as to make it sit up. He won it—and forthwith the corporation hired him. He proved his worth both in business and finance, and finally became an important officer of the company.

"I met him, and was struck with his personality. Combined with force, energy and whole-hearted enthusiasm he had great charm. Really, that is the only word to express what I mean. He withstood the test of all our inquiries and investigations. I engaged him, and he is to-day one of the most valuable men in the institution.

"Another vice-president was chosen in this way: I first met him in a conference on currency legislation held at Washington. I saw a forceful, clear-headed man, who knew something of the subject and could stand up and state what he knew. He interested me. I began to look him up.

"I discovered the consensus of opinion among Western bankers to be that he was the strongest banker in Chicago. He had been a poor Southern boy. Getting a beginner's job in a country bank, he became so efficient as a clerk that he was made a junior officer.

"Next he was selected as a Federal bank examiner. Here again he won recognition by his ability and thoroughness; all the hard nuts were passed up to him to crack. His experiences thus covered a wide range of country and conditions.

"He was finally promoted to a vice-presidency in Chicago. Everybody said of him: 'You always know where he stands. He may not do what you want him to do, but you will know whether he will do it or not—and what he says he will do, he *will* do.' That was the stamp of man we wanted on our officers' platform.

"Perhaps Mr. ———'s case illustrates best of all what you want to get at. It is most interesting—romantic, almost.

"Several years ago I went to Texas, studied conditions there, became convinced that prospects warranted our special attention, and concluded we wanted a man who knew that country, a man from Texas. On the trip I met, I think, all the bankers of importance. I crossed the state twice and stopped at all the principal towns.

"Of all the bankers I came in contact with, two stood out prominently. I had seen them only at luncheons, dinners, or other gatherings of that sort. But they had talked better than their fellows. They showed breadth of banking and financial knowledge and information; this was several years before the passage of the Federal Reserve Act, and we were all very much interested in that.

"Their grasp of fundamental principles told me they had done what I have often said a young man should do—one day's work at his desk and another day's study finding out what his work means, what its relations are to the general scheme of things.

"I followed up my first impression with inquiries about them. After I returned to New York, every time I met a man from Texas or the Southwest I asked about them. I got universally favorable testimony. I pressed the thing closer, and finally engaged first one and then, two years later, the other.

"Note that I picked them out several years before actually appointing them. If their records had not been scrupulously clean, if I had heard one derogatory thing about them, my interest might have ceased.

"Then you might well wonder why ——— was chosen, a lawyer with no banking experience. Sheer personality did it.

"There, again, was the inspiring career. He had dug it out for himself. He had worked his way through college, and very successfully. Entering law, he worked and studied hard—and saved money.

"His conversation revealed a trained mind, wide reading, broad interests. It was evident he had done his own thinking on many sub-

jects. And he had great physical force, which you always look for in a man who has a great work to do. You don't want a weakling, because the pressure all the time is severe, and at times of stress or crisis it becomes pretty nearly unbearable. A man must stand up under it and not cave in at a crucial moment."

Frank Vanderlip himself has come through the fires.

He began in the valley and had to climb unaided to the summits of finance. Much of the story of his rise has been made familiar by other writers, but I want to tell, even though I have not permission, the most interesting chapter of all, one not publicly known.

When James Stillman, head of the National City Bank, took young Vanderlip from Washington, where he was assistant secretary of the Treasury, he placed him at an empty desk on the overcrowded officers' platform in the old building, opposite the present bank palace. Mr. Stillman introduced him to the other officers as a new vice-president—and left him severely alone.

The first day not one letter or paper was put on his desk.

The second day brought him not a scrap of work to do.

The third day was just as barren.

His was a new position. He took over nobody's duties. The bank was fully staffed without him. He was an extra spoke for which there was no room in the wheel.

The fourth, the fifth, the sixth day came. Still no duties, still an empty desk, still no sign that he was expected to do more than twirl his thumbs.

But he was drawing a big salary, a very big salary for a man in his thirties. And he certainly was not earning it. What could he do? . . . His thoughts turned to Washington, where he had been comfortable—and busy. Ruminating over his many duties there and trying to discover some—any—means of turning his experiences to account, an idea flashed into his mind!

He had done most of the Treasury work in connection with the floating of the \$200,000,000 Spanish war loan, and the refunding of many millions of government bonds had been issued under his hand.

The banks throughout the country were doing a great deal of business in these government loans. Why not make the National City Bank the greatest bond bank in the country, the recognized head—

quarters for selling and buying government issues for other banks, the central fount for information on these securities?

Alas! He was told that one of the proudest traditions of the National City Bank of New York was that *it had never solicited new business.*

Vanderlip did not succumb.

If the bank had never before sought new business it was time to begin.

He was of the new school, the school that went after business by every legitimate ¹ means, instead of folding its arms and waiting for business to come to it.

Vanderlip got busy. He was better fitted than any other man in the land for the task. Not only did he know everything that was to be known about government bonds outstanding, but he made arrangements to relieve out-of-town banks of all the many troublesome details connected with obtaining new bank notes, the maintenance of circulation reserves and other Washington activities. The City Bank would gladly attend to all that.

Vanderlip also knew how to write letters and circulars. He had spent four months in Europe studying trade possibilities, and his articles on this subject, then being published in *Scribner's Magazine*, were creating international comment; they were translated into half a dozen languages. He founded the now famous National City Bank Circular as a weapon to aid in his fight to establish the City Bank as the bank of banks.

Vanderlip won. His success was phenomenal. The City Bank became not merely the medium for the largest volume of government bond business, but it built up the greatest bond department America had ever known.

Naturally, in due time Vanderlip was elevated to the presidency of the institution.

I have said that Mr. Vanderlip's salary as president of a bank having deposits of some \$600,000,000 and doing an annual business aggregating billions of dollars is understood to be \$100,000. But if he

¹ In the remainder of this article the choice of words for study is left to the class. Mark lightly the words that you think you should take. The teacher will ask for your recommendations, a paragraph at a time, and make assignments.

wanted \$200,000 I'm quite sure the directors and stockholders would vote him that amount without demur.

Our industrial, railroad and financial Napoleons have had one rule in common: they have all believed in buttressing themselves with the brainiest men obtainable, no matter how high the salary demanded.

When J. P. Morgan insisted that E. H. Gary head the billion-dollar United States Steel Corporation, he said: "Name your own salary, any figure you like." At that time, fifteen years ago, Judge Gary was making over \$75,000 as a Chicago lawyer. He fixed \$100,000 as his pay—and Andrew Carnegie, you may recall, declared several years ago that if he were to re-enter the steel business the first thing he would do would be to hire Judge Gary at double his present salary!

It developed during the insurance scandals that the president of one company drew \$150,000 a year and another \$100,000.

But even \$150,000 was not unique. John Hays Hammond was paid much more than that, some said \$250,000, by the Guggenheims, the "Seven Brothers" of smelting and mining fame.

And an expert in the packing business, Thomas E. Wilson, was selected as president of Sulzberger & Sons Company recently at a reputed salary of \$225,000—with other emoluments.

It was said of J. P. Morgan that his services would have been worth a million dollars a year to any large financial institution. Incidentally, the late dean of American financiers made more than a million dollars for every year of his life, while E. H. Harriman for a number of years before his death from mental overwork made a million per month!

So the \$25,000 salary we have been discussing is a small item in comparison with the colossal sums heads of huge organizations have to handle. One miscalculation by, say, Mr. Vanderlip, Judge Gary, or President Rea of the Pennsylvania Railroad could cost the stockholders thrice \$100,000.

Cheap men are dear for responsible positions. Mr. Vanderlip knows this fact as well as any man in America. And, because he does know it, he has built up the clear, careful system for selecting high-salaried men that I have tried to describe in this article.

What do you think about it?

Are *you* a \$25,000 man?

American Magazine.

THE ORIGINAL COURTESY MAN

Sir William Blackstone, in his legal commentaries, said that a corporation has neither a body to be kicked nor a soul to be damned. This was true when it was written, some one hundred and fifty years ago, but to-day corporations are almost human.

In humanizing Big Business, David Gibson has borne the editorial torch.

Gibson is the original Courtesy Man. During a few spare hours he jotted down an address on courtesy to be delivered before a traffic convention in Illinois. It sounded so good that one of the traction men present had Gibson print it in booklet form for distribution to the road's employees. Another road took it up. More than half a million copies have since been circulated by over three hundred steam and electric railroads. There were separate editions for hotels, department stores and newspapers.

The courtesy campaign was the biggest national efficiency movement since the beginning of Safety First, fifteen years ago. Contrast the typical cranky conductor or ticket agent of a generation ago with the patient, smiling railroad man of the new order of things, and you get an idea of the "Be courteous" propaganda.

David Gibson taught the railroaders to be courteous, because it is more profitable; also that bad temper and irritability on the part of the public are the results of high blood pressure and defective nerves rather than unkindness of heart; that courtesy will advertise a man's other qualities, and the very man whose impatience is returned with patience may be the one to offer a better job.

This courtesy campaign was the final blow, the knockout of the old "Public be damned" attitude of the railroads.

David Gibson is the dean of business literature in America. He publishes business magazines for every day of the month, one going to every jeweler, another to every bank, still another to every architect, and so on. He came from the literary belt of Indiana, studied architecture in Paris, and was a successful architect in the Middle West by the time most professional men are just emerging from college.

Twice he met a man on the street; each time it changed his life. The first curbstone meeting was when Fred Purdy, editor of the old

Indianapolis Sun, who had observed a good argumentative style in building prospectuses written by Gibson, offered him a job as editorial writer. This was the preface to a newspaper career in Cleveland, Chicago, and New York. Gradually he drifted into industrial writing. Then he met the second man on the street and became editor of a small magazine advertising the product of a large business; this was the first real house organ in the history of advertising; it later sold as a national publication property. From this beginning, David Gibson built up his publishing business.

A close friend of the late Joseph Fels, he became interested in land taxation, and as a side line has built up a site tax magazine with a wide circulation, to which he contributes his time and services gratis—one of the many ways in which he is a real public servant of the Tom Johnson school, working for sensible reform.

"We need less complex cure-alls and more common honesty," says Gibson. "The average business has been a monarchy rather than a republic in its form of organization. The head of it is a czar rather than a president or administrator, as in a republic. The industrial strife we now find in individual businesses is the same strife that is existing, and has existed, against nations under monarchical rule. These large units of business will one day have a constitution and will be a republic in their organization. Their presidents will be administrative officers, their boards of directors will be their cabinets, their department heads will be their senates, and their house of representatives will be elected from the rank and file of the employed. And this isn't socialism, either. It is just simple efficiency."

His personality is aggressive, magnetic. Men create as they think, and David Gibson's work is sufficient comment on his character.

Here is some of his writing:

"*Resolved:* That we all cease trying to get something for nothing—grafting, in other words; that we all do just a little more than we agree to do, rather than just a little less. That honesty is a question of efficiency here on earth, with its rewards in profits now, here on earth. That fear is the root of all evil; for if our neighbor cheats us in his store it is to fortify himself against some element out of his store. That the basis of all life is business life; that business is the system by which we supply our wants and needs; that we are true to political

life, true to social life, as we are true to business life. That we think of others as we would have them think of us; that we do as we think, the thought precedes the act; that coöperation is the real brotherhood of man; that the prosperity of one man does not require the poverty of another man; that both the idle man and the dishonest man, whether they be possessed of little or much, are fools in themselves and abominations to their communities."

Rodger Dolan in the *American Magazine*.

HOW I MEET MAIL ORDER COMPETITION

By Joseph Mills

I had many opportunities, before I took up business for myself, to observe how much trade left our town and went to the big mail-order houses. As a helper in the postoffice I was particularly impressed by the number of cash mail orders forwarded to these concerns.

And after I did go into business, my partner and I had frequent occasion to remark on the fact that scarcely a single day passed without the railroad bringing several freight or express shipments, addressed to people in our parts of the country. Against such shipments, the local merchants grumbled and complained; and we also used our influence whenever we could do so, to prevent the sending away of these orders.

But it did no good. Looking back now, I can see that we merchants went about the thing the wrong way. We were more unfair to ourselves than to other parties concerned, because we had to do the suffering. Our object was to prevent the farmers and townspeople from sending their orders away, but we did nothing to show why they ought to trade with us.

We were content with sneering at the goods that came in, "knocking" their quality, value, price and everything about them. But that, of course, only tended to make the local people more stubborn in their determination to trade where they believed they got best values.

My partner and I made a scant living in our business. And one day when he came in from the postoffice, and told about seeing one of our customers—who invariably let his bills with us run from six to nine months—sending away a fifty-dollar money order to one of the

mail order houses, we decided to kick over the traces of custom, and do something to get at the trade which was slipping through our fingers.

Our latest monthly statement at that time showed that we had perhaps enough stock on hand to balance our outstanding accounts. Of what was coming to us we could probably collect half, if we kept after the accounts for a few years. At any rate, a careful study of the condition of our business did not provide a promising outlook. We had little to lose, and a good deal to gain.

We agreed that we were willing to stake what little we had in order to get out of the rut. We did not see clearly just how we were going to accomplish this, but we made a start.

First of all we sent in quite an extensive order to the mail-order house that did most of the local business. When this came, we studied the goods carefully. For the first time, we got an intelligent understanding of the qualities and the prices which we must meet.

Next, taking many samples of these mail-order goods, I went east to visit manufacturers. I looked up the makers of many of the goods the mail-order firms carried and I found that in many cases we could buy at very good figures—although not, of course, at the rock-bottom prices which the mail-order firms got, for they often bought entire outputs. Still, I figured that it would cost the catalog houses more than the difference for handling, high rents and the like. In our country store, expenses could be kept very low.

One of the reasons I sought larger stock from which to select our purchases was that the jobbing houses which covered our territory handled only limited lines. Every merchant was practically forced to buy the same goods at the same prices. I knew that our customers would enjoy a chance to look over a new selection frequently. So, on my trip, I bought an extensive line, though no great quantity of any one product.

THE LINES THAT GO BEST AGAINST MAIL-ORDER COMPETITION

A good deal of experience had taught me what goods were most frequently ordered from the mail-order houses. I stocked up pretty completely along the same lines. Before making the trip we had looked the mail-order firms' catalogs through carefully, studied them,

and made a list of the stocks as we proceeded. So my buying was not promiscuous. I knew very definitely what we wanted. We aimed to have a stock that would cover practically the entire wants of our community.

Upon my arrival home we prepared for the arrival of the new goods. We decided that groceries need not take up as much display room as we had given them. For the most part, they were staples which would be asked for as needed. Accordingly we rearranged our store, and in the end groceries occupied about one-fourth the space that had formerly been given over to them. Many of the other goods were given less space, also, and when we had finished we had half the store free for our new venture.

There were so many possibilities, we were liable to make so many mistakes, and the people were so likely to take our plans in some unexpected way that we decided to enter into the new venture quietly, and without a great deal of display or newspaper notoriety.

The half of the store which was given over to the new goods was carefully arranged. And it was during the work of making this arrangement that a new idea occurred to us. It was really our big idea: Why not sell mail-order goods?

It was astonishing to us just to think how audacious this idea really was. But we were certain it would appeal. From the customer's standpoint we decided it should make a hit, because he could see at first hand the goods he wanted to buy. In the end we decided to take the risk.

Side by side we displayed the goods of the mail-order houses and the goods we had purchased of the big jobbing houses and the factories. Whenever two articles were identical, or merely alike, we showed customers the advantage of purchasing from our regular stocks.

THIS PLAN CROWDED THE STORE WITHIN THREE DAYS

The goods were before them, marked in plain figures. Everything was sold for cash. We did not too openly urge the purchase of our lines, but cheerfully left the choice with the customer. We did, however, make very sure that our lines were always marked at slightly better prices than the mail-order goods. We found it possible to do this and still make a fair margin of profit.

As we had not advertised, we expected that it would take some time for our new venture to become known. But we were mistaken. Inside of three days after displaying the goods, our store was continually crowded during the afternoons. And on Saturdays, standing room was at a premium.

A rumor spread that we were a branch of one of the mail-order houses. We said nothing. It was part of our plan to keep tight mouths about our plans. The rumor persisted, so we procured a number of mail-order catalogs and scattered them about the store where customers could look up anything they wanted, and make comparisons with the goods actually before them.

If we did not have in stock an article which a customer wanted, we showed our eagerness to order it from a mail-order house for him. We charged just what the catalog quoted, and the customer paid the freight, as usual. But the effect was in our favor. Soon we noticed that nearly everyone came to inspect our line before sending off an order. Whenever we discovered a needed article, we added it to our regular stocks.

It was not long before we found that we actually could sell the same article for the same prices that the mail-order houses quoted, besides saving our customers the freight and the delay. Then, too, we offered customers the advantage of seeing the goods before buying.

It is barely possible that the way we figured things would not apply in every city. But it is certain that with us the plan worked out admirably. The mail-order houses bought cheaper, but our low expenses put us on even terms.

For the first year we were very particular about keeping the sample line of mail-order goods intact and conspicuously before our customers. Then, finding that we had gained the confidence of our patrons, we made no further attempt to handle the line. Since then, we have gradually built up our business until we have been forced to add a cashier and some extra space.

One other feature of this plan of ours should not be overlooked: We did not give personal attention to customers unless they desired it. Nothing suited us better than to display all our goods upon convenient counters or shelves, with detailed descriptions just like those in the mail-order catalogs.

After two years of careful competition, we had about ended the sending away of mail orders from our town. This is how I sum up our method briefly: We first studied the wants of our customers-to-be; then, we got acquainted with the goods they liked, and the prices they paid; finally, we set out and found the goods and duplicated or bettered the prices. The other conditions being in our favor, we naturally got the business.

System, December, 1915.

HOW TO WIN WITH SMALL CAPITAL ¹

The pages which follow here have to deal with that big word—Opportunity.

Particularly they will have some interesting and helpful thing to say about the exceptional opportunities which lie in present-day retailing.

And more especially will they point out the prodigious chances of success to be found—just now—in the Variety business.

By the Variety business we mean that department or phase of merchandising which has to do with the selling of popular-priced, profit-making specialties.

The Variety store—whether a separate store or a department, basement or counter in another store—sells the specialties of many lines and the staples of none. It features only popular-priced goods—only those things for which there is a common and constant demand and on which a good profit can be made. It does not sell sheeting, sugar or nails—in fact it shuns all of the regular staples of the regular lines—which other merchants are forced to sell at cost—or at a loss. It confines its investment and sales entirely to those things which yield a positive and direct profit and which can be “turned” quickly.

It is the department store in embryo. Yet it differs from the department store in that the investment required is much smaller—in that the latter has complete departments, including the staples as well as the specialties.

¹ The rest of the chapter is quoted from *Success in Retailing*, published by Butler Brothers and distributed free to their patrons.

It differs from a general store in that the latter handles more or less complete lines of dry goods and groceries, also, perhaps, boots and shoes and clothing—and requires a larger investment.

A five and ten cent store is a pure type of Variety store—though it sells at restricted prices only.

A Variety store is the best retail business proposition on earth in proportion to capital required—for these two reasons:

First:—The goods can be turned more rapidly than those of any other line.

Second:—Such a store or department—with limited investment—tries out practically every line of merchandise, so that it can grow in whatever direction its particular environment makes most profitable.

A two thousand dollar stock of Variety goods will ordinarily earn as much net as a six thousand dollar stock of straight dry goods, or hardware, or furniture, or drugs, or jewelry, or groceries—and more.

The complete turning of a Variety stock eight times in a year is not an unusual occurrence—and many merchants we know of have succeeded in turning their stock from ten to twelve times in a twelve-month.

This rapid compounding of profit is largely due to two important facts—far too often overlooked by even the shrewdest merchants.

First:—The average American wage of \$11.00 per week.

Second:—Much more than one-half of the purchases made in all retail stores are for amounts ranging under one dollar.

The time has passed when the classes can be catered to exclusively—at a profit. The women who must buy for the whole family with a few dollars a week outnumber the women who can buy the fancy-priced things ten to one.

The retailer who takes not into his reckoning the masses is sure to miss port.

The Variety store is the people's store.

The reason why a man with a small stock of Variety goods can hold his own against concerns that have dollars where he has dimes, is simple—every penny of his capital is in quick-turning goods.

The one-line store has its shelves loaded down with merchandise that turns but once or twice a year, while a Variety stock turns six to twelve times in the same period. We have even known merchants with small stocks to turn them eighteen times in a year. In other words, one can show as large sales with an investment of \$2,000 in Variety goods as one can with an investment of \$6,000 or \$8,000 in the regular staple lines. This has been demonstrated not once, but many hundred times, by many of our able customers.

The Variety man keeps every dollar turning and earning for him a profit at every turn. He picks from each line its cream sellers and includes nothing else. He doesn't claim to carry a complete line. That is left to the one-line stores. As a consequence he is not forced to handle anything he cannot see a profit in.

Let us make this point plain.

One of our customers opened a store in an Illinois city a few years ago. He originally invested \$300 in five and ten cent goods and by doing a strictly cash business, and by wise management, he has been able gradually to increase his stock until he now has between \$5,000 and \$6,000 invested in goods, and is doing a business of over \$20,000 a year. He has taken out of his business since he started more than \$2,500, besides his living expenses.

This success would be impossible in any other line of merchandise except the Variety line, and yet it is not an unusual experience among those who start Variety stores and have the determination to succeed. Their success is due to the fact that they have selected goods in which the profits are good and can be quickly realized.

Ask the most prosperous merchant in your locality in what line he has made most of his money, and it is dollars to sugared doughnuts that he will tell you that it is in the small things—the Variety goods.

"If I had not tied my money up in staples," wrote an Ohio merchant to us recently, "I would have been a rich man today. I have always had a good trade, but I have not made profits because I was forced to buy goods in which there are no profits. I now want to sell out and when I do sell I am going into the Variety business, and inside of two years I am going to be on the sunny side of Easy Street."

Elsewhere in these pages will be found more of the stories of the

successes that others have made in this line. We could fill a volume with similar stories, but these few suffice to show what has been done—and what can be done.

THE VARIETY IDEA

In the fair field of merchandising, perhaps no one set of mental vibrations were ever fraught so full of stupendous possibilities as the concept which led the young house of Butler Brothers to put up and advertise an assortment of goods to retail at five and ten cents, for it led to the starting of the first five and ten cent store in 1878—just one year after Butler Brothers started in business.

It was the new, big explosion in merchandisedom.

It was the birth of the Variety idea.

The five and ten cent store, the all-price Variety store, the bargain basement, the bargain department, the five and ten cent counter and kindred departments—are all outgrowths of the one basic idea.

Men and institutions arrive when the needs of the day demand them.

The Variety idea came in response to a call.

It was needed. It met new and changed conditions. It filled a deep felt want.

At first, it manifested itself only in its five and ten cent phase. The nickel and the dime had become the accepted measure of the cost of little things. And the demand for these things had become an increasingly important factor in general sales. The profits were above the average. The amount of investment required was comparatively small. The turns were complete and rapid. In a day's business the great bulk of sales were for a dime or less.

The five and ten cent business has been a veritable gold mine. It has made many vast fortunes. Also it has made many comfortable competences.

It was such a tremendous profit-maker that large capital was soon attracted to it. There are now nearly a dozen five and ten cent syndicates—the largest of which conducts several hundred stores and does a business running into the millions. That its profits are away above the usual mercantile profits is indicated by the fact that its stock is hard to buy at any price.

The all-price Variety store carries the five and ten cent idea to its logical conclusion. It is the five and ten cent idea developed to its highest power.

Not only were we the first to focus strongly upon these lines but we were, in very truth, the forerunner and founder of the five and ten cent and Variety business. And we sent to the trade the first literature advertising Variety lines ever issued in America.

It was a fortunate meeting of the time, the place and the idea.

After the first conspicuous five and ten cent successes, almost immediately there was a veritable bursting forth of five and ten cent stores—from Sandy Hook to the Golden Gate—first in the larger cities, then in the lesser centers of population, and today there is scarcely an American city of half a dozen thousand that has not its store of this kind—or that has not a crying need of one.

And the total business now done in this line is greater in value than the world's annual output of gold—it has come to be no mean factor in the industry of the country. It has made many a shrewd merchant independent.

Yet it is pigmy—but a mole hill beside a mountain—in comparison to the business done in the entire Variety line.

Already there are fifteen thousand Variety stores in the country. And this does not include the thousands of Variety basements, departments and counters.

The word Variety is used to designate this type of store because it is the one word that tells the story best. Variety of stock—variety of arrangement—variety of prices—variety of wants catered to—these are the things that go toward making variety success.

Variety goods are sellers fifty-two weeks in the year. The Variety store—or department—knows no dull seasons—if properly managed. As it sells only those things for which there is a common demand and which are within the reach and needs of all, it suffers little in time of general distress—in fact, its business is more than likely to increase then, for the tendency to buy less expensive wares increases as prosperity decreases.

From the standpoint of the user, the Variety idea has made its mark, because it gives one a chance to pick from a single showing of specialties for the kitchen, diningroom, bedroom and the person—all

attractively displayed and all sold at appealingly low prices. From the standpoint of the merchant—be he a beginner or the proprietor of the largest department store on Broadway or State street—it makes its appeal, for it enables him to achieve as much with one dollar as he can achieve with three dollars in the slow-moving lines.

But to the big man it not only makes its appeal—as a necessary adjunct to his regular business—because it is a profit-maker, but because it is an advertiser—because it attracts people to his store who would not otherwise come there—and because it helps him to turn his heavy stock oftener.

There is a deeper reason why the Variety idea has found such a hold on the hearts and pocketbooks of the American people. And that reason is a psychological one. The mind is naturally orderly. It loves to classify. The effort of the entire mental process is constantly to simplify. In financial matters we naturally think in units of ten—or in half units. Five, ten, fifteen, twenty, twenty-five are natural mental classifications. Variety stores have succeeded because they have made use of this psychological fact—the natural orderliness of the mind.

A table with a lot of miscellaneous goods upon it and bearing the sign "Any article on this table for 10c," will attract many more buyers than the same table with even better values upon it at prices ranging from five to twenty cents.

And, too, the test of the soundness of any business is when hard times come. How does the Variety store meet this test?

Better than any other store up or down the street. When everybody is seeking to make a dollar do double duty, then the store that gives most value for the money is the store that gets the business.

The people who habitually trade at the Variety store are sure to stick to it when it is hardest to make both ends meet. And people who in easier times prefer to trade at stores where prices rule higher, will, when the stress comes, be glad of the chance to buy where prices are within range.

Yes, the Variety idea—in spite of its bigness—is yet in its infancy. Its immense possibilities have been only faintly conceived—just guessed at—not measured.

It is the new, great big impulse in modern retailing. It has arrived

in response to a call. It is the institution of tomorrow. And it offers now a chance for a long drive ahead.

It makes no difference what sort of a store you are conducting—or where it is located—this idea must soon find a place there—and on the importance of that place depends the success of tomorrow—and the day after.

A PLEASANT BUSINESS CAREER

The keeping of a Variety store is, in proportion to the investment required, the best retail business on earth today—and the chances are now better than they ever were before. Among the six hundred thousand storekeepers in America there must necessarily be some failures—as there are in every business, in every profession. Some pessimists would have us believe that the outlook for the small merchant is doleful and dreary. They say that the retail mail order houses are getting one big slice of the small store trade and that that slice is getting thicker each year; that the department store in the county seat, or in the neighborhood city, takes another slice; that the telephone, automobile and rural free delivery all help to make it easy for the customer of the smaller store to buy elsewhere.

But this is the wail of the timid soul—of the coward—of the failure. And, like most wails of the kind, it comes from incompetency and fear. Timidity—fear—has hurt only those merchants who have failed to take advantage of their golden opportunities.

Country merchants of America are doing more profitable business today than they have ever done before in the history of American merchandising. That the weak ones should fall out is for the direct benefit of the business in general.

Business is a game in which the fit only survive. The big opportunities in American merchandising are yet to come—especially for the Variety man.

The Variety merchant in the thriving, small town—or in the larger town—is independent. He calls no man master. He works hard, but the pace is not one that kills. He neither slaves like the farmer, nor labors under the high nervous tension of the city man. Commonly he becomes an important factor in his community. The small town generally looks to its merchants for leaders in local movements. He

has a chance to grow and develop. He has a chance to show what is in him. He has a chance to be something more than a merchandiser. He can dress himself like a gentleman, and his wife like a lady. His family may have an assured social standing.

There are great big crying opportunities for good men today in towns pleasant and profitable to live in.

And now, just a word about the exceptional opportunities for the young man in Variety lines.

The all around training which a young merchant gets in a Variety store is the best possible school for a mercantile education. There he learns how to buy, how to sell, how to make the stock fit the investment, advertising, insurance, window trimming and how to handle men, store arrangement, etc., without end. In a big business people become specialists. A small business makes them all-around merchants. Many a man running a Variety store is a better merchant than the man at the head of a big store, who has not had a chance to actually know all the detail.

If a man at the head of a great department store wanted to train his son to succeed himself, he could find no better thing to do than to give that son a three years' course at the head of a Variety store in some small town, where he would have to take a limited amount of capital and run the entire business. If he made good there, surely he could step to the headship of his father's big business—and with comparatively little training handle every part of it.

Therefore, even if more capital is in your grasp and you expect some day to run a big business, don't for that reason get away from the details of your business in its early days. For your own sake insist upon knowing how to do everything, from sweeping out up to bossing the job. If you have the right ability and the right ambition, the time will come, in the not remote future, when other people will do these things for you. But for your own sake, do them at the start.

"WHAT LINE SHALL I CHOOSE?"

Once a young man has made up his mind to go into retailing, his first natural inquiry is, "What line?"

It took nearly two hundred years for the pioneers of America to break through the mountain barrier and take up farms in the fertile

Mississippi Valley, where a given amount of labor would produce twice as much as in the long-cultivated regions of the Atlantic seaboard.

Thousands of people are still laboriously tilling the fields in unfertile places, simply because they are the most convenient—rather than in spending their labor on more fertile fields, where it will produce many times as great returns.

Many storekeepers, like many farmers, are given to sticking to that with which they are familiar, or to that which is convenient. Many a man still clings to a town or to a store, which merely yields him a bare living, while other men in other towns and other stores, with no more money and with no more effort, make a far better living—because they are selling the right things—in the right sort of way.

The question, “What kind of a store shall I open?” is a momentous one for the young man who is going into business for himself.

Suppose it were dry goods.

Surely a mighty good line. It has, perhaps, turned out more millionaires than any other. But the bane of the dry goods business is that a big capital is required in proportion to the sales. Profits are apt to keep piling up on the shelves in the form of more goods, rather than in the bank in the form of more capital. Shelf capital is very apt to shrink when the day comes to realize. An unpleasantly big share of the business is in domestics and other no-profit goods. There is a big risk of getting “stuck” on seasonable goods. There seems to be something in the very dry goods atmosphere that tempts a man to buy more than he needs.

Suppose it were hardware.

This is not as attractive a line as it used to be, though it is still one of the best. The trouble lies in that the hardware business is between two fires. The retail mail order houses are severe competition on most of the big things and the other stores are competition on the little things. Then, too, the investment required is large in proportion to sales. To turn a hardware stock twice in a year is considered excellent merchandising. The hardware business is a good business, but it is limited in growth. Note the strange lack of hardware stores in large cities, where competition is severe.

Suppose it were groceries.

Surely in this business no great capital is required and the stock

can be turned many times in the course of the year. There is no stock to get out of season or out of date. But it is certain that the average grocer works harder than any other merchant on the street, and it is not nearly so certain that he makes the profit he ought to. The grocer, too, has keener competition than any other merchant and it seems to be getting keener every day. There are too many "glory" items in his stock, like sugar, advertised biscuit, advertised soap, etc.

Suppose it were drugs.

If one can get volume enough, there is no better business than the drug business—but the trouble lies in getting the volume. Other stores running at less expense seem to be getting most of the quick-selling sundries. The competition from candy stores and Greek fruit stores is severe—on the soda fountain side. Long hours and hard work are sure in the drug business, but adequate returns are not quite so sure.

There is but one business which unites all the virtues of these, with scarcely any of the disadvantages, and that is the Variety business.

It really is the one great big opportunity in retailing—for the man with limited capital, who would drive ahead and win. Its possibilities are only limited by the push and determination and energy and open-mindedness of the man who strives.

APPENDIX A

LANGUAGE GAMES

Memory Game. The players are divided into equal groups—by rows or by any other convenient method. One player of Group A, chosen to be “it,” asks each of the members of Group B, “What is there in your locker?” Each replies, “In my locker there is ¹ (or are)——, suiting his verb to the subject he chooses. He may name any number of objects but of not more than two kinds—that is, he may use a compound subject but it may have only two members. When each of this group has answered, “it” tries to rehearse the answers, thus: “In John’s locker there is a physics book; in Norma’s locker there are gloves and a hat; in Henry’s locker there are two pencils and seven pens.” “It” is not required to remember the possessions of any one who makes a mistake in the verb of his statement. If he succeeds he asks another Group C; if he fails a member of Group B takes his place. Each time “it” succeeds in remembering all the articles his group scores two points. When he fails his group loses one and the group questioned scores one.

A round is complete when the questioner of the last group fails. The game may end at the completion of any round. The group with highest score wins.

History Game. The players are divided into even sides as for a spelling match. The first player on side A asks the first on side B who performed some historical action—e. g., “Who discovered America?” If B1 replies within thirty seconds in this way, “Columbus did that,” it is then his turn to question A2. If he does not know he must say, “I don’t know. Tell me who did that.” In this case he receives a demerit and may be questioned again. If B1 does not answer in the prescribed form he receives two demerits. If A1 cannot give the

¹ This game may be varied to drill upon almost any verb by merely changing the question—e. g., “What did you hear last night?” or “Where have you come from?”

correct answer to his own question he receives two demerits. The side having the fewer demerits when play is stopped wins.

Word Races. First a pupil is chosen to act as umpire. Then two others, chosen to begin the game, step to the blackboard and at a signal from the umpire each writes upon the board words beginning with the initial letter of his opponent's surname. Thirty seconds later the umpire calls time and awards the race to the one who has written correctly the larger number of different words. The winner remains for the next race while the loser gives way to a new competitor. If desired, the class may be divided into two or more equal teams and score kept. There may be two or more races going on at the same time if the class is sufficiently strong in self-control.

Old King Cole's Court. Some one is chosen to represent Old King Cole and is installed upon the throne. The teacher or some pupil chosen to act as warden stands at some distance from the throne giving out admittance slips, each one bearing as a password the present-tense form of some troublesome verb. One of the players obtains a slip from the warden and advancing to Old King Cole says, "May I be one of the followers of Old King Cole?" The king replies, "What have you done to deserve a place in my train?" The applicant then glances for the first time at his admittance slip and must within fifteen seconds make as foolish a reply as he can using the present perfect tense of the verb upon his slip. He then presents his slip and is admitted to the king's retinue. If the applicant fails to reply within the time limit or if he fails to use correctly the verb on his slip he is rejected and must apply again later.

The Picnic Dinner. Some one, perhaps one who frequently uses *bring* for *take*, is chosen as leader. He announces that he is going on a picnic and that he would like a limited number of companions. The players then step forward one at a time and ask, "May I go with you to the picnic?" The leader asks each, "What will you take for lunch?" The answer must be "I will take ——," naming an article of food beginning with the player's initial and different from any that preceding players have given. Failure to make a suitable reply within the time limit condemns a player to be absent from the room while at the end of the game some one previously appointed tells an appropriate story.

APPENDIX B

INSTRUMENTAL SELECTIONS—Continued.

Post and Peasant Overture. Parts I and II. Chicago Symphony Orchestra.	A 5991 12-in. \$1.50	Shadows on the Water. Mansueto. (Mexican dance.) Both by Prince's Orchestra.	A 2593 10-in. 85c
Polky King March. V. L. Ossman, banjoist. Chick'n Chouder. Two-Step. Ossman-Dudley Trio. Banjo, madolin and harp-guitar.	A 220 10-in. 85c	Sharpshooters' March. Circubria Waltz. (Pestalozza) Accordion solos by Guido Deiro.	A 984 10-in. 85c
Polky King March. Saxophone Sextet. All Blues Medley. Intro. "Hesitation Blues" and "Teyman Blues." Saxophone Sextet	A 2196 10-in. 85c	Shoulder Arms March. (Pond.) Boy Scout March. (Prince.) Both played by Prince's Band.	A 1412 10-in. 85c
Polevalse in A Major. Op. 40, No. 1. (Chopin.) Josef Hofmann, pianist.	A 5419 12-in. \$1.50	Silver Bell. Indian Intermezzo. Prince's Band.	A 937 10-in. 85c
Poor Butterfly. Saxophone Sextet. Allah's Holiday. From "Katinka." Intro. "Charms Are Fairest When They're Hidden." Saxophone Sextet.	A 2203 10-in. 85c	St. Louis Tickle. V. L. Ossman, banjoist.	A 937 10-in. 85c
Poor Butterfly. (Hubbell.) Madam Butterfly. (Puccini.) Selections. Accordion solos by Guido Deiro.	A 2202 10-in. 85c	Silver Threads Among the Gold. (Danks.) Sweetest Story Ever Told. The. (Stultz.) Cornet solos by Vincent Buono.	A 1280 10-in. 85c
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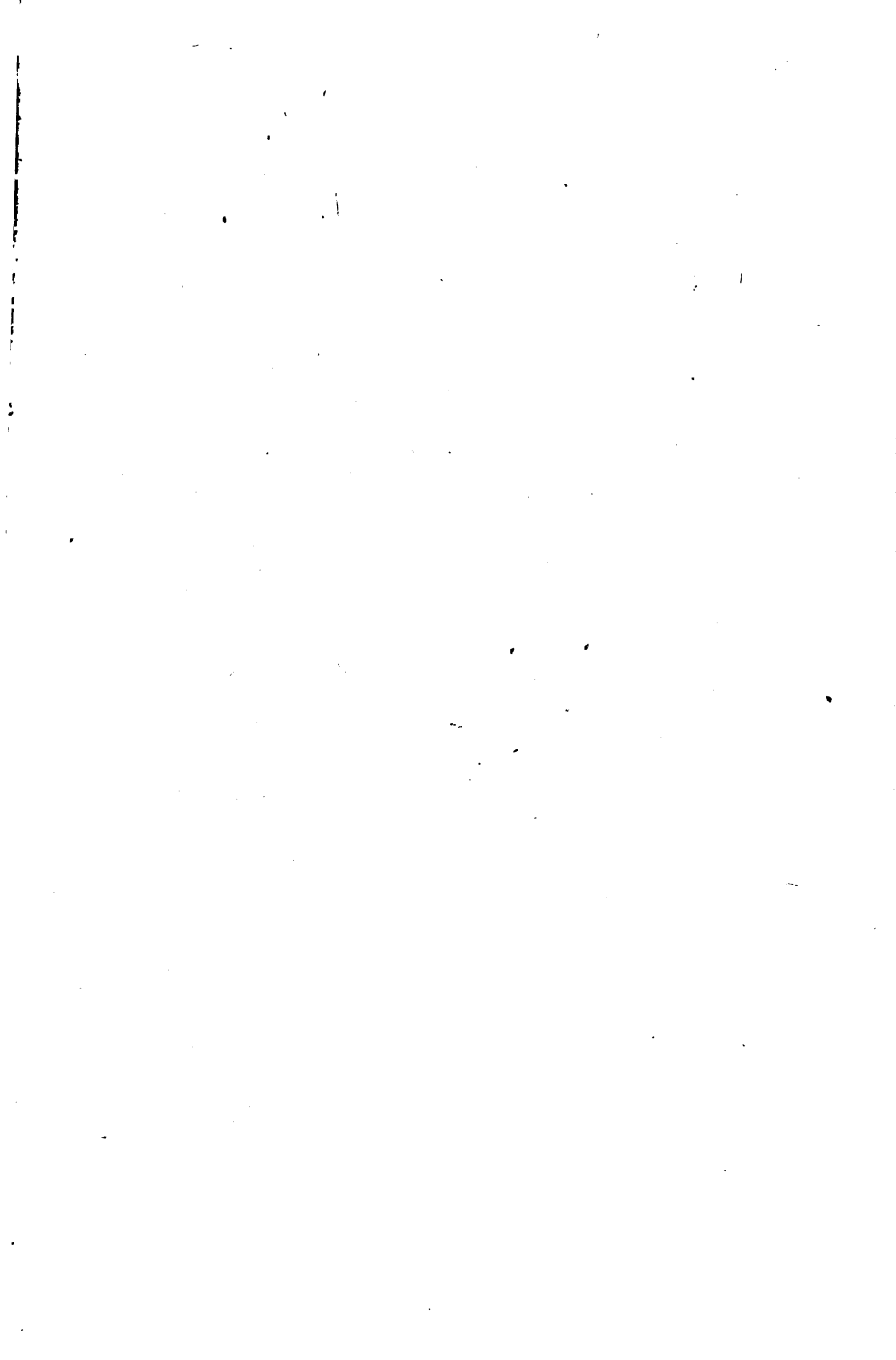
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